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ABSTRACT

This publication is intended to aid school district personnel in establishing and managing a volunteer services system capable of simultaneously meeting the needs of the school system and of volunteer personnel. Chapter 1 discusses the need for systematic management of volunteer services, outlines a model volunteer services system developed by the Columbus (Ohio) Public Schools, and describes how to manage a volunteer services system. Chapter 2 examines the nature of volunteerism and discusses necessary volunteer personnel practices. Chapter 3 describes the management components of the model volunteer services system. Chapter 4 outlines the staff roles necessary for maintaining a volunteer services system in a public school district. Chapter 5 contains a short glossary and a bibliography of publications relevant to public school volunteer programs. (Author/JG)

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VOLUNTEER SERVICES SYSTEM

Linda W. Helgerson
Project Director

[Year 3]

EA 008 562

E.S.E.A. Title III Project
Columbus Public Schools
Columbus, Ohio

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FORWORD

Many of us have been admonished that if we want to find ourselves, we must of necessity first lose ourselves. In action terms, this means that we must invest of ourselves in some effort beyond our own self-interests. To do so is no guarantee that we will be better persons but such a commitment is a crucial step along the way.

Volunteerism provides each of us with an opportunity to go beyond ourselves and become involved in the life space of another individual or group of individuals. By volunteering, we give of ourselves and thus are taking the crucial step to finding ourselves as persons. The act of volunteering becomes one of two-fold benefits – both to the giver and to the recipient.

While volunteers can be looked at from an economic sense as helping to make limited resources reach a larger number of recipients, a more fundamental view is that the volunteer becomes an advocate. By giving and contributing, the volunteer is advocating an improved quality of life. In education, the act of volunteering makes the giver an advocate for quality education whenever and wherever the act takes place.

The contents of this volume present the means for facilitating the process of volunteering and thereby making an important contribution to the area of concern. Persons creating the materials have given of their time and energy and as a consequence have grown individually and collectively. By this act of creation they have sought to achieve the goal of better understanding themselves by their commitment to and involvement in the development of the materials presented herein.

Desmond L. Cook, Chairman
Faculty of Educational Development
Ohio State University
Columbus, Ohio

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INTRODUCTION

Volunteers – and volunteer programs – have multiplied in recent years. Both have been analyzed, idealized, praised and publicized. But at the same time, they often have been ignored or merely tolerated, unmanaged and unmanageable, under-utilized, not financially supported, and even viewed suspiciously by the parent organization.

Why this divergence of opinion? It stems from the fact that most agencies and institutions fail to develop effective volunteer program systems capable of meeting both organizational and volunteer needs simultaneously.

The modern school system is a complex bureauracy. Its limited resources must be stretched carefully to insure quality education for each school age child and also to accommodate social change. As with all large organizations, schools must explore every available resource to find ways of handling daily and long-range problems. Schools everywhere have turned to one such resource, the volunteer, to assist both teachers and students in the educational process.

In this document, we are neither examining nor questioning the effectiveness of volunteers in the schools. They are effective. We are, instead, offering one plan for the establishment and management of a system of volunteer services designed to meet the needs of any school system, including its teachers, students and, of course, its volunteers. This system has been developed as an effective and dynamic resource for each school, allowing flexibility for change and dedicated to the enrichment of all concerned.

The Volunteer Services System: Background

In 1973, the Columbus Public Schools were awarded a three year Elementary and Secondary Education Act (E.S.E.A.) Title III grant by the Ohio Department of Education. Its purpose was to develop a system for managing large numbers of volunteers in urban schools. The system was to link student needs with trained volunteers. Once operable, it was to allow for the development of new volunteer programs and for the strengthening of school-community relationships.

Each year, we, the Volunteer Management System Project staff, produced written documents. The first-year's product was a manual which could easily be sub-titled "Everything You've Always Wanted to Know about Recruitment, Placement, Orientation, Training, Needs Assessment, Evaluation, Recognition and Retention. It also addressed itself to the developing system.

The seven documents produced the second project year primarily addressed the concept of the system and its components:

1) Guidebook to a Volunteer Services System
2) Organizing a Volunteer Services System
3) Information System for a Volunteer Services System
4) Volunteer Program Operations
5) Volunteer Personnel Operations
6) School Volunteer Operations
7) Annotated Bibliography

Finally, this current document, like the others, may be taken as a whole – either to be read alone or as a meaningful extension of our past years' products. It represents both growth and maturity of the actual system. And, having tested the system and its sub-systems, we feel we have been successful in our goals. The system has proved its usefulness. We are sure our documentation will prove useful, too.

Many lessons have been learned during our three project years. Two of these lessons seem vital. First, no one should "manage volunteers." They are not the ones that need managing. It is the institution or the school volunteer organization that requires sound management. This organization must be equipped to pump the appropriate training, materials and volunteers into schools as they are needed. It supplies both the reason to volunteer and the resolution to many

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school needs. If the organization falters, the volunteer system breaks down. So we are addressing the management of the school volunteer organization, not the management of volunteers. Second, like the seasons, a system for a school volunteer organization is cyclical and unending, never quite the same, always changing. The system is itself initiated, directed and managed for change.

The Third Project Year's Document: Contents

This book is divided into five chapters. Chapter One outlines the necessity for a system and describes the system itself and how to manage it. Chapter Two deals with volunteerism and the necessary volunteer personnel practices. Chapter Three details the sub-systems or components of a volunteer services system. Chapter Four outlines the roles necessary for maintaining the volunteer services system in a school system. Chapter Five serves as a reference to the other chapters.

It is our intent to provide a clear and readable venture into sound management practices for effective volunteer programs. This document was written to assist the leaders of volunteer programs in thinking, questioning, experimenting and changing. The concepts form an exciting challenge, not a threat.

No individual or organization is a perfect specimen. Each has room for growth. We offer this text as a culmination of our experiences toward the sound management and systematic development of educational volunteerism.

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CHAPTER ONE

THE VOLUNTEER SERVICES SYSTEM: AN OVERVIEW

A Reason for Change

The Organizational Framework

The Organizational System

Mobilizing the Organizational Capacity

Towards Humane Management of School Volunteer Programs

THE VOLUNTEER SERVICES SYSTEM — AN OVERVIEW

A REASON FOR CHANGE

It is highly probable that in every school system throughout the country an educational volunteer program of some size and variety exists. What may not seem to be one at first glance will probably qualify because of the single ingredient – the gift of service to others without financial compensation. The point is simple yet crucial. People are donating many hours for only some form of personal satisfaction. The disappearance, change or growth of any given volunteer program parallels the state of those volunteers. Are they enthusiastic? What kind of jobs do they do? Who are they?

Today, students and teachers need additional help and enrichment, just the same as they did twenty years ago. Granted, specific needs are not always recognized. Various curricula may meander in and out of the educational vogue. Yet there is always some interdependence between the school population and the volunteer. Maintaining that mutual support requires a systematic organization of volunteer programs in the schools.

The usual level of volunteer program organization is insufficient. Whether the organization is professionally staffed or run by volunteers, financially supported or not, the situation is much more complex now. The organization must have a deeper understanding of both its goals and how to reach them.

Crucial to the volunteer organization is how it works. By knowing this, we may begin to understand why one urban school system has 12,000 volunteers and another similar system has only 3,000. Lengthy analysis of both organizations would generate data supporting the deceptively simple conclusion that one supplies an exciting environment to "turn on" the volunteer – the other does not.

An organization must have some system for accomplishing its purpose. The key word here is "system" – a realistic, rational set of processes and procedures to accomplish whatever the organization sets out to do. An organization without a system does what it does from habit, not planning. A volunteer organization with a system is dynamic, fluid, always in the process of becoming, always meeting new needs of volunteers. Essentially, such an organization is in a constant state of change.

Education, too, is changing. Individuals grow and therefore change. Student and teacher needs and expectations for volunteers change. So do reasons for volunteering and the means of satisfying each volunteer. The powerful fact is that the people who organize and operate a school program must understand all these happenings and develop a structure that is also constantly changing, meeting new needs and creating exciting new areas for the personal satisfaction of volunteers. In The Sensitive Manipulator, William Dyer discusses this point:

> Change will occur whether we like it, plan it, or try to ignore it. Perhaps the most constant process we know about is change. It may come slowly and subtly or be rapid and dramatic, but change will occur. The critical issue is: Can we plan the change so that it moves in the direction we desire at a rate we can control?

The health and vitality of a school volunteer organization depends upon conditions of freedom and personal commitment. Dyer goes on to say:

> It now appears that those organizations that can create conditions of greater communications, shared goal-setting and decision-making, wider involvement of people in planning and implementation – in short, tapping into the well springs of human motivation and commitment – are going to be those organizations that will also change and grow positively.

In short, change will occur so there must be planned change or the results will be random and without purpose.

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Planned change is described throughout the following materials as a system for volunteer services. The assumption is that once the managers and leaders of a school volunteer organization understand and practice the basic systematic procedures and processes in these materials, they will develop a more effective operation. The activities, the programs, the materials – all the products of the organization – will be relevant. The individual motivation and commitment will heighten. The organization will sustain new growth and health.

Planned change also allows for day-to-day flexibility in carrying out the short-term needs of the system. This flexibility generates a strong sense of vitality and encourages staff interest. Here may lie the crucial difference between healthy and unhealthy organizations which display several typical distinctions. Jack Fordyce and Raymond Weil describe these distinctions in Managing With People:

SOME CHARACTERISTICS OF UNHEALTHY AND HEALTHY ORGANIZATIONS

Unhealthy	Healthy
1. Little personal investment in organizational objectives except at top levels.	1. Objectives are widely shared by the members and there is a strong and consistent flow of energy toward those objectives.
2. People in the organization see things going wrong and do nothing about it. Nobody volunteers. Mistakes and problems are habitually hidden or shelved. People talk about office troubles at home or in the halls, not with those involved.	2. People feel free to signal their awareness of difficulties because they expect the problems to be dealt with and they are optimistic that they can be solved.
3. Extraneous factors complicate problem-solving. Status and boxes on the organization chart are more important than solving the problem. There is an excessive concern with management as a customer, instead of the real customer. People treat each other in a formal and polite manner that masks issues – especially with the boss. Nonconformity is frowned upon.	3. Problem-solving is highly pragmatic. In attacking problems, people work informally and are not preoccupied with status, territory, or second-guessing "what higher management will think." The boss is frequently challenged. A great deal of non-conforming behavor is tolerated.
4. People at the top try to control as many decisions as possible. They become bottlenecks, and make decisions with inadequate information and advice. People complain about managers' irrational decisions.	4. The points of decision-making are determined by such factors as ability, sense of responsibility, availability of information, work load, timing, and requirements for professional and management development. Organizational level as such is not considered a factor.
5. Managers feel alone in trying to get things done. Somehow orders, policies, and procedures don't get carried out as intended.	5. There is a noticeable sense of team play in planning, in performance, and in discipline – in short, a sharing of responsibility.
6. The judgment of people lower down in the organization is not respected outside the narrow limits of their jobs.	6. The judgment of people lower down in the organization is respected.
7. Personal needs and feelings are side issues.	7. The range of problems tackled includes personal needs and human relationships.
8. People compete when they need to collaborate. They are very jealous of their area of responsibility. Seeking or accepting help is felt to be a sign of weakness. Offering help is unthought of. People distrust each other's motives and speak poorly of one another; the manager tolerates this.	8. Collaboration is freely entered into. People readily request the help of others and are willing to give in return. Ways of helping one another are highly developed. Individuals and groups compete with one another, but they do so fairly and in the direction of a shared goal.
9. When there is a crisis, people withdraw or start blaming one another.	9. When there is a crisis, the people quickly band together in work until the crisis departs.
10. Conflict is mostly covert and managed by office politics and other games, or there are interminable and irreconcilable arguments.	10. Conflicts are considered important to decision-making and personal growth. They are dealt with effectively, in the open. People say what they want and expect others to do the same.

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11. Learning is difficult. People don't approach their peers to learn from them, but have to learn by their own mistakes; they reject the experience of others. They get little feedback on performance, and much that is not helpful.	11. There is a great deal of on-the-job learning based on a willingness to give, seek and use feedback advice. People see themselves and others as capable of significant personal development and growth.
12. Feedback is avoided.	12. Joint critique of progress is routine.
13. Relationships are contaminated by maskmanship and image building. People feel alone and lack concern for one another. There is an undercurrent of fear.	13. Relationships are honest. People do care about one another and do not feel alone.
14. People feel locked into their jobs. They feel stale and bored but constrained by the need for security. Their behavior, for example in staff meetings, is listless and docile. It's not much fun. They get their kicks elsewhere.	14. People are "turned on" and highly involved by choice. They are optimistic. The work place is important and fun (why not)?
15. The manager is prescribing father to the organization.	15. Leadership is flexible, shifting in style and person to suit the situation.
16. The manager tightly controls small expenditures and demands excessive justification. He allows little freedom for making mistakes.	16. There is a high degree of trust among people and a sense of freedom and mutual responsibility. People generally know what is important to the organization and what isn't.
17. Minimizing risk has a very high value.	17. Risk is accepted as a condition of growth and change.
18. "One mistake and you're out."	18. "What can we learn from each mistake?"
19. Poor performance is glossed over and handled arbitrarily.	19. Poor performance is confronted and a joint resolution sought.
20. Organization structure, policies and procedures encumber the organization. People take refuge in policies and procedures and play games with organization structure.	20. Organization structure, procedures and policies are fashioned to help people get the job done and to protect the long-term health of the organization, not to give each bureaucrat his due. They are also readily changed.
21. Tradition!	21. There is a sense of order and yet a high rate of innovation. Old methods are questioned and often give way.
22. Innovation is not widespread but in the hands of a few.	22. The organization itself adapts swiftly to opportunities or other changes in its marketplace because every pair of eyes is watching and every head is anticipating the future.
23. People swallow their frustrations: "I can do nothing. It's their responsibility to save the ship."	23. Frustrations are the call to action. "It's my/our responsibility to save the ship."

To predict the future of education and, therefore of school volunteer programs, is a problem in itself. A major concern for managers of school volunteer organizations is how to prepare right now for the inevitable, and not easily predictable, changes that will occur later. Designing an organization capable of acting on new opportunities is a crucial issue. To this end, school volunteer organizations prepared for change must have the following features:

- a workable internal structure.
- systematic procedures.
- a financial framework sufficient to insure expansion into new ventures.
- quantifiable data to prove the validity and work of the organization.
- managers knowledgeable about past successes and failures, able to see what will or can be, and to provide leadership for new direction.

In this chapter, the five characteristics will be examined more closely. First, we'll look at the organization itself, its structure, lines of communication and operating procedures.

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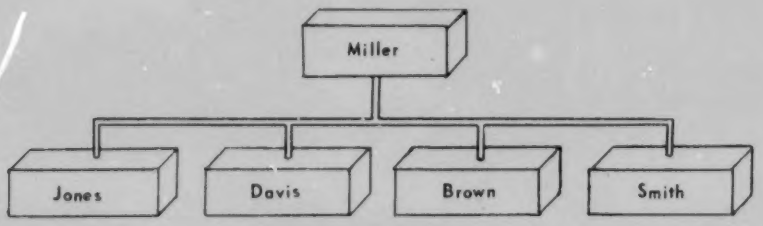
THE ORGANIZATIONAL FRAMEWORK

Behind the scenes of any healthy school volunteer organization exist large numbers of people, paid and unpaid, performing tasks, supplying information, making decisions, motivating others and planning ahead. Given all these activities, a smooth-running organization has people at its base who know what they are to do, how and when they are to do it and with what resources. And when they've done it, they even know how to measure for success.

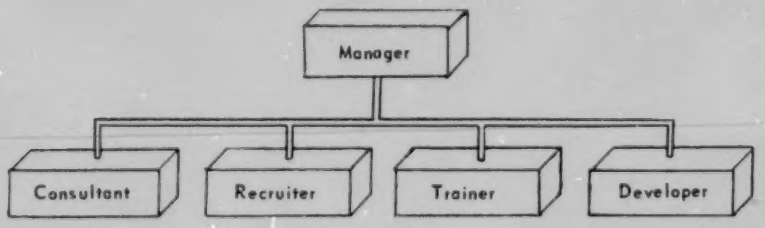
Unfortunately, the typical organizational charts and job descriptions are not designed to reveal all this information. Charts do, however, provide a visual "feel" for the organization.

A typical (but ficticious) organizational chart is shown below:



This type of structure usually indicates that there is an overall director with, in this case, four "sub-directors." In other words, each box represents a person.

But the same boxes can represent functions rather than people:



There are pluses and minuses to either approach. The greatest deterrent to the first approach – identifying the people – is that, unlike a business corporation, much of the real work of a school volunteer organization is accomplished by volunteers. How does one differentiate between volunteers and paid staff on an organizational chart? Should there be such a differentiation? Since motivation is a key to continual service by volunteers, should every administrative volunteer doing any task be listed on a chart? It is certainly obvious that such a chart would be a mile long! On the other hand, people do like to see their name in "lights" and a function chart excludes this possibility.

In both examples, the charts are hierarchical or layered. This approach cannot possibly show the true picture of a school volunteer organization. Where do volunteers in schools fit it? What about the teachers? How do we indicate the ultimate beneficiaries of the organization – the students? Doesn't the inter-relationship between the school and the community have any place in our view?

All such groups are important and are, in fact, part of the organization. We need, then, to figure out a new way to illustrate the roles, areas of activity and inter-relationships.

At the core of the school volunteer organization is the management team. Its job is to provide all kinds of services, such as, information, training, recruitment, placement, materials and

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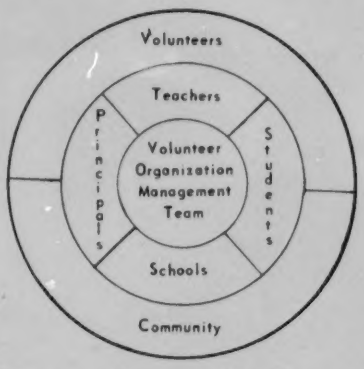
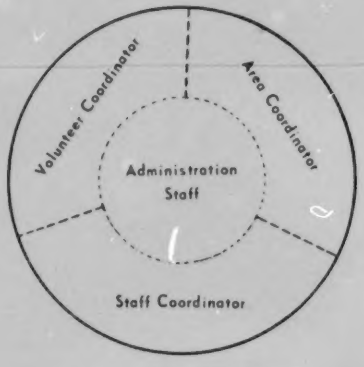
recognition. To further compound the task of depicting the organization, these services are provided to a number of different recipients – teachers, principals, students and the volunteers themselves.

A school volunteer organization acts as a resource to those schools with volunteer programs. The organization also provides direct personnel services to volunteers. By graphing a series of concentric circles, it becomes possible to suggest the complexity of the system.

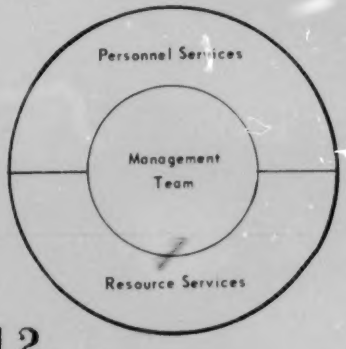


Let's look more closely at the core, the managerial team – who they are and what they do.

Basic in a healthy organization is the characteristic of shared decision-making. Decisions are made by key people operating at different levels of the organization and in different roles. The Volunteer Coordinator in the school, the School Staff Coordinator, the liaison (Area Co-ordinator) between the schools and the Central Office, and the Central Office Administrative Staff are all a part of this team. No level can make decisions for the entire organization. Such a team could be viewed as follows:



In addition to decision-making, this team also provides the previously mentioned services in a variety of ways to different audiences.



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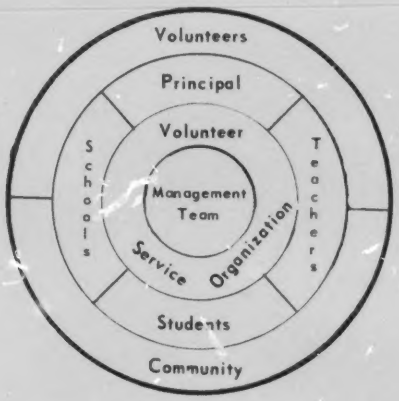
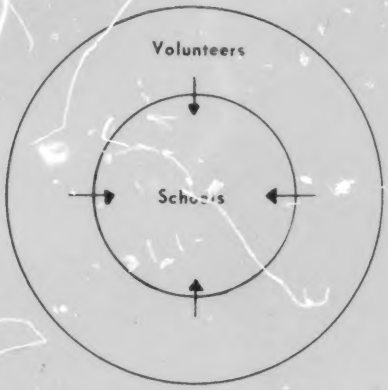
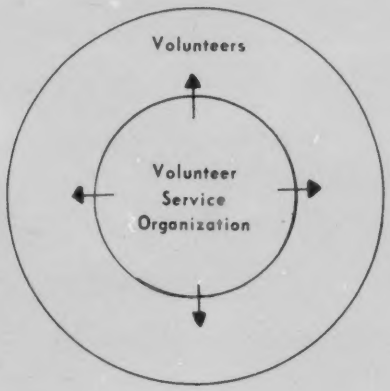
By combining these ideas, we can take a new look at a school volunteer organization.



Volunteers provide services to schools.



The Volunteer Service Organization provides services to volunteers such as training, orientation and placement.



The organization provides services to schools too, in the form of program development, materials, supplies, consultation and staff orientation. The schools, in turn, transmit information to the Central Office so that decisions can be made. Then the organization can communicate its progress.

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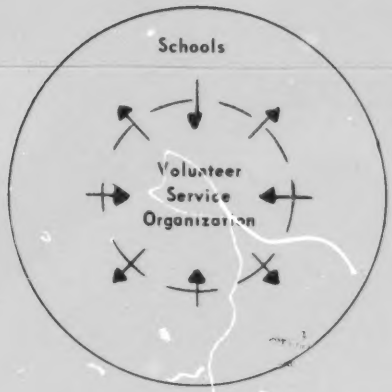
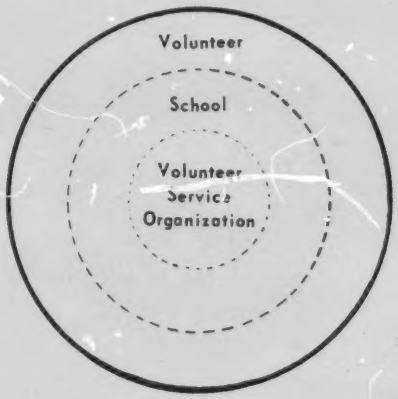


The whole service delivery of the total system may like like this:



In other words, the core management team has as its two primary purposes the delivery of services and the facilitation of shared decision-making based on information supplied from the schools.

Still another way of viewing the system may be from the standpoint of the organization's clients – the principals, teachers and students, and the volunteers themselves.

Financial Framework

Just because an organization has the word "volunteer" attached to its name does not indicate that it can operate without money. At the present, there are no empirical studies defining an adequate ratio of volunteers to paid managers but a reasonable estimate is 100:1. The organization needs a paid full-time staff to plan, organize, implement and evaluate its activities. More generally, an educational institution can expect the service, quality and quantity, to be in direct proportion to its financial support.

Salaries are only one item in the budget of a school volunteer organization. Another is communication. Handbooks, reports and newsletters are all costly, yet they form the very crux of the total system. And while some miscellaneous expenses such as smocks, badges and bumper stickers may be considered mere "niceties," they also stimulate, motivate and provide an aura of excitement surrounding the organization and its goals.

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THE ORGANIZATIONAL SYSTEM

The purpose of any school system is to provide quality education for students. The purpose of a school volunteer organization is to provide a richer learning environment within that school system. But, how is this done?

Basic to any discussion processes in the school volunteer organization are the following principles:

1) Organizational plans should be clear and well-defined with long-range goals, one-year measurable objectives, a yearly design for objective attainment, organizational standards and/or policies, a "package" of volunteer services, lines of authority and communication, job descriptions including duties and responsibilities, and appropriate committee structures.

2) Organizational plans should be tailored by the school volunteer organization as a response to problems identified by the individual school in the total school system. In other words, the school volunteer organization exists because of the services it provides in the schools to the students and professional staff. So, the organization patterns itself in the most effective way to meet the school needs identified by the professional staff. No one model organization is applicable to all situations.

3) Based upon the identified needs, a school volunteer organization provides the following types of services:

   - volunteer program development
   - information and communication
   - public relations
   - orientation and training
   - recruitment, placement and recognition
   - monitoring, evaluation and decision-making

4) Organizational planning should occur continuously. Between specific planning phases, the plan may be altered to correct deficiencies or to allow for new needs. No perfect organizational plan has ever been devised. Organizational planning must be continuous because new needs will always appear, plans will be altered by experience and circumstance, and irrelevant activities or programs will fall by the way side. An Ohio publication, School Leadership, addresses some common problems arising during this process:

> Two cardinal mistakes are frequently made in organization planning. The first is to let the present structure and the ability of people who are presently available become the framework for planning. In particular, there is failure to redefine jobs because of the inability or unwillingness of incumbents to play new roles. This is especially true in school systems where there is reluctance to demote administrators. Too often the incumbent just stays until he retires or is laterally passed or moved upstairs into a position for which he is no better suited. Obsolesence of skills or attitudes should not be permitted to slow the dynamics of an organization even for a year or two until retirement may correct a situation.
>
> The second mistake is to let the present availability of funds condition the minds of the planners. It is, of course, true that a plan or organization may be only wishful thinking if money is not available for it. It is equally true that the idea plan may never be conceived as an ultimate goal if thinking is initially limited by financial constraints.
>
> Once desirable plans of organization have been established, they become the guidelines in future selection of people, a goal toward which management works. They also serve as an impetus for finding money, perhaps by eliminating unnecessary functions, consolidating positions, reordering priorities, or convincing the public that it is prudent to provide means for getting a greater return on dollars already being spent.

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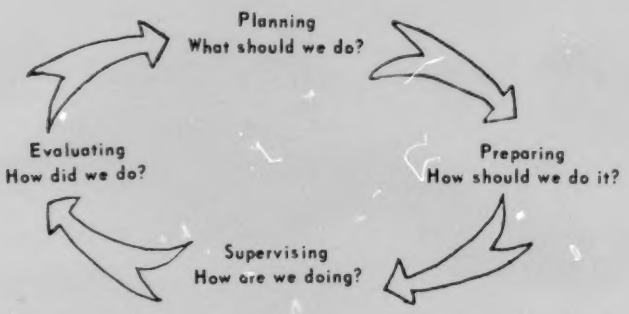
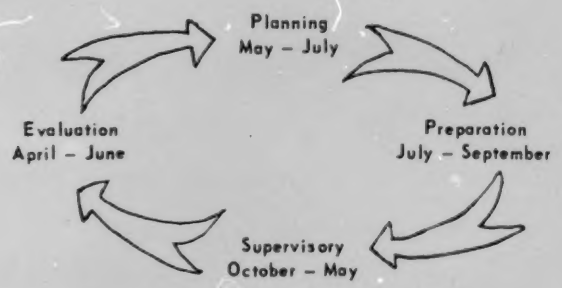
Developing a system for a school volunteer organization consists of four phases: planning, preparing, supervising and evaluation. Each phase answers a simple question.

- Planning answers "What should we do?"
- Preparing answers "How should we do it?"
- Supervising answers "How are we doing?"
- Evaluation answers "How did we do?"

The four phases or questions actually dictate a yearly cycle for a school volunteer organization.



Looking at this simple chart, one can readily see its time-lines can be adjusted to fit the normal school year. For example, the Supervisory phase occurs during the operation of school volunteer programs – approximately between October and May. The Preparation phase must be completed before October. Planning can start before the year-end evaluation with the data accumulated during the operation of the programs. The organizational time-line may appear as follows:



The cycle also indicates that the monitoring and evaluation data from one organization year forms the information base for developing the following year's program.

Planning Phase: What Should We Do?

At this very moment, certain trends are developing in schools, in school systems, in communities and in the nation. These will have a significant impact upon the school volunteer organization during the next five years. Planners should keep abreast of these movements – negative or positive – and prepare for them.

In December, 1974, Dr. Eva Schindler-Rainman wrote an article entitled "Trends, Societal Forces Affecting School Volunteering". In it, she listed six trends:

1) There is a "burst" of new volunteers available.
2) Development of Human Service Teams (teachers, paid aide and a volunteer).
3) Increasing interest in quality education and individualized help to students.
4) Increasing collaboration between human service agencies and institutions and business and industrial organizations.
5) There is an increasing demand for evaluation and accountability, so that we can look at how volunteers help students, as well as evaluating what volunteering does for the volunteer.

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6) There is opposition to meaningless, rote volunteer work by some women's liberation organizations. Also, there is a fear and opposition by unions that volunteers might replace paid personnel.

Two years later, some of these trends have rooted. Some have faded from view. And some new trends have appeared such as:

1) Court-ordered desegregation.
2) Dwindling power of the P.T.A.
3) Dwindling general revenues.
4) Increased numbers of teacher strikes.
5) Increased desire for more meaningful relationships.

During the Planning phase, trends or forces affecting both the school and the school volunteer organization should be listed. Action plans to address these trends should be developed. For example, one trend in school volunteerism during the early 70's was the virtual halt of suburban housewives volunteering for inner-city schools. To counteract this trend, many school volunteer organizations across the country concentrated their recruiting efforts on the inner-city school's neighborhood. Organizations not recognizing and adjusting for that trend have probably seen a sharp decline of volunteers and volunteer services in their inner-city schools.

As assessment of these trends, forces and the climate affecting school volunteerism is absolutely necessary. The organization not grappling with this overall picture is similar to a horse with blinders. Even though events at the roadside are hidden from view, it doesn't mean they are not important.

The second activity during the Planning phase is the identification of needs that can and are to be serviced by the organization. It would be a simple matter if all that was needed was for politicians or managers to merely sit back and dictate what "should be" without consulting the "populace." But twentieth century America, its school system, and volunteer organizations don't work that way. What school volunteer organization directors think schools need, and what the schools really need may be two very different things.

For most problems, if the lower levels' needs have not been considered, directions coming from the "top" ("top-down") are rejected or ignored – and deservedly so. This, too, is an apparent trend in school volunteer organizations. To remedy the situation, the organization must consciously and deliberately determine its yearly course of action based upon specific needs – the needs of the professional staff who are in the schools.

There are reasons for this. Teachers will not use unneeded services. They have enough to do without seeking additional responsibility. So teachers must be made aware of the usefulness of volunteers, prepared materials, training, or any new service.

Apply this logic to the total school volunteer organization and its Planning phase. Get out in the schools. Ask what the needs are. Tally the results. And work toward agreement on what the organization can do for the school. This assessment of need is also a powerful team-building, motivational tool.

Results of the organizational planning phase include:

- the information needs.
- the needs for volunteers.
- the materials and supplies required.
- the volunteer training needs.
- the staff orientation needs.

It is at this point that measurable objectives for the organization can be developed. The objectives will state in quantifiable terms (percentages, minimums and numbers) what it is the organization will set out to do in a given year.

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Preparing Phase: How Should We Do It?

Some where along the line, the word "strategy" has taken on a negative connotation. This is a shame since it says so much. Any time an organization asks itself "How are we going to achieve our objectives?," it is planning strategy.

A strategist tries to make the most of what he has, to maximize his strengths and to minimize his weaknesses. Any organizational manager knows there are three variables to maximize (time, money and resources) and one variable to minimize (specific obstacles).

In order to accomplish organizational objectives, each objective is divided into activities and tasks which must be completed before the objectives can be met. Each activity is assigned dates to start and finish and also a person responsible for its completion. Possible constraints or obstacles hindering progress must be considered. Planning charts, like the one below are very helpful.

PLANNING CHART

OBJECTIVE	ACTIVITY	PERSON RESPONSIBLE	DATE BEGIN	DATE END	UNDER WHAT CONDITIONS	COST

The job of completing a chart is, at first, tremendously time-consuming but, as people in the organization begin to think in terms of objective accomplishments based on the successful completion of activities, it takes less time.

Despite the amount of work required to "fill in the blanks," the results are most rewarding. Several tasks cropping up later in the process are easily handled by using the chart's data. For example, individual job descriptions, the yearly budget, and time-lines for the total organization can be developed right from the planning chart itself. Also, obstacles, barriers or problems are often anticipated while developing the "under what conditions" section.

Once the chart is complete, the organization should have, at a minimum, (1) a budget, (2) time-lines, and (3) job descriptions which include lines of communication and authority. These three variables – time, money and resources – are accounting tools. Each in itself is a valuable asset. Each must be developed with organizational objectives in mind. Each must be monitored. And each will generate information vital to a final organizational evaluation.

Now that these three variables have been defined for the organization, the job is to prepare for servicing the needs of the schools.

Measurable objectives for the Volunteer Services Organization provide the framework toward developing a monitoring strategy. Numbers of volunteers gained through each public relations campaign, the level of motivation of teachers following a staff orientation, the procedure for identification of new uses for volunteers during the year, the dropout rate of volunteers, the reasons for dropouts, the use of materials produced by the organization, the need for new materials or training – all combine to help test the success of the movement toward certain objectives. These are examples of the management.

A manager should list information required both for monitoring progress and recognizing problems. Carefully recorded data supplies a clear picture of trends. For example, one might check:

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- the ratio of requests for volunteers to the number of volunteers recruited and placed.
- the percentage of dropouts in School X compared to the total percentage for the school system.
- the growth in numbers of teachers requesting volunteers over a period of years.
- the shift in numbers of volunteers from one program to another.

If statistics, ratios, percentages and numbers are collected but only kept in a drawer, they are useless. These figures must relate to and be used in connection with measurable objectives. Is the job being accomplished? If not, why not?

For example, let's say that a yearly objective for the organization reads: to increase the number of teachers requesting volunteers by 15% over the previous year. This objective may pose a problem for the organization. Is there an accurate count of teachers requesting volunteers from the previous year? Does the staff have the ability to count teacher requests easily?

By altering the objective to read: to increase the number of teachers using volunteers by 15% over the previous year, we are really getting at the same point. But in this way, more teachers have been motivated to use volunteers. Basic records kept in the schools are helpful in assessing this objective.

Careful attention should be paid to the development of an information system. What information is actually necessary to know what is going one? How can that information be assembled? How much is enough? Where does one stop?

Similarly, volunteer programs (complete with training plans and materials) must be developed and finalized. And the entire public relations package (promotion, publicity and recruitment efforts) must be developed and activated. This Preparation phase may be considered the "manufacturer" of the Volunteer Service Organization's "product" – the means of delivering information, resources and services to the schools.

Implementation Phase -- How Are We Doing?

It is during this phase that the programs, activities and tasks outlined on the Planning Chart are actually being accomplished. Student needs, as identified by the teachers, are assessed. Volunteer programs are developed to meet these needs. Volunteers are recruited, interviewed, screened and placed for performing their assigned tasks. Staff orientation programs aimed at better volunteer utilization are in action. Things are humming along.

The role of management at this point becomes supervisory rather than as planner and organizer. As a matter of fact, more time is spent in supervision than in any other element of management.

Supervision is the day-to-day giving of "instruction, guidance and discipline" to help others accomplish their duties and responsibilities. Supervision works best when taking into account the abilities, interests and motivation of each individual since what works for one person may be inappropriate for another. Raymond Leon, in Manage More By Doing Less, lists some key thoughts for managers to remember:

- The five most important words: "I am proud of you."
- The four most important words: "What is your opinion?"
- The three most important words: "Will you please?"
- The two most important words: "Thank You."
- The one most important word: "You."

Hand in hand with supervision (at this point) are problem identification and problem solving:

- identifying operational problems.
- seeking alternative solutions to problems.
- selecting best solutions to problems.
- adjusting information, resources and services according to selected solution.
- monitoring the progress of solution attainment.

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The same problem solving process can be adapted to the identification of new needs for volunteers:

- identify student/teacher needs.
- seek alternative ways to meet needs through use of volunteers.
- seek best volunteer program.
- develop plan for volunteer program.
- implement volunteer program.
- monitor the progress of the program based on program plan.

Appropriate supervision of the Volunteer Services Organization results in the maintenance of effective operations. It also results in the timeliness and propriety of rational decisions based on sound information.

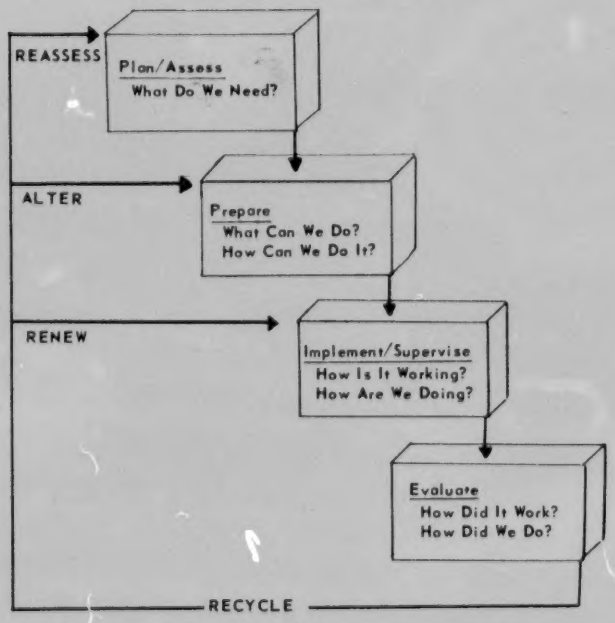
Review and Renew: How Did We Do?

This phase occurs regularly at some pre-determined time – a time when the organization looks at itself, its programs, materials, processes and procedures. The organization identifies that has happened as opposed to what was supposed to happen, what things did well, what must be altered, and what learning from the past year can be applied to the next.

Evaluation is a learning process. Evaluation should enhance the organization's decision-making and this should affect the delivery of services to schools as well as the development of volunteer programs. Evaluation should be a normal on-going management tool of the school volunteer organization. It is a tool for continuous organizational development when results are treated openly and positively. Without it, the organization can quickly become stagnant. The review of what was leads to a renewal of the organization itself. And by turning to the future armed by the experiences of the past, heightened motivational levels and the reaching for new and better horizons may result.

The collection and analysis of all monitoring information, comparison of the organizational objectives with the evaluation results, identification of new needs for information, resources, and services – all lead to the identification of required change. And allowing and even encouraging change is the reason this system – the volunteer services system – works so well.

VOLUNTEER MANAGEMENT SYSTEM
DEVELOPMENTAL PROCESS



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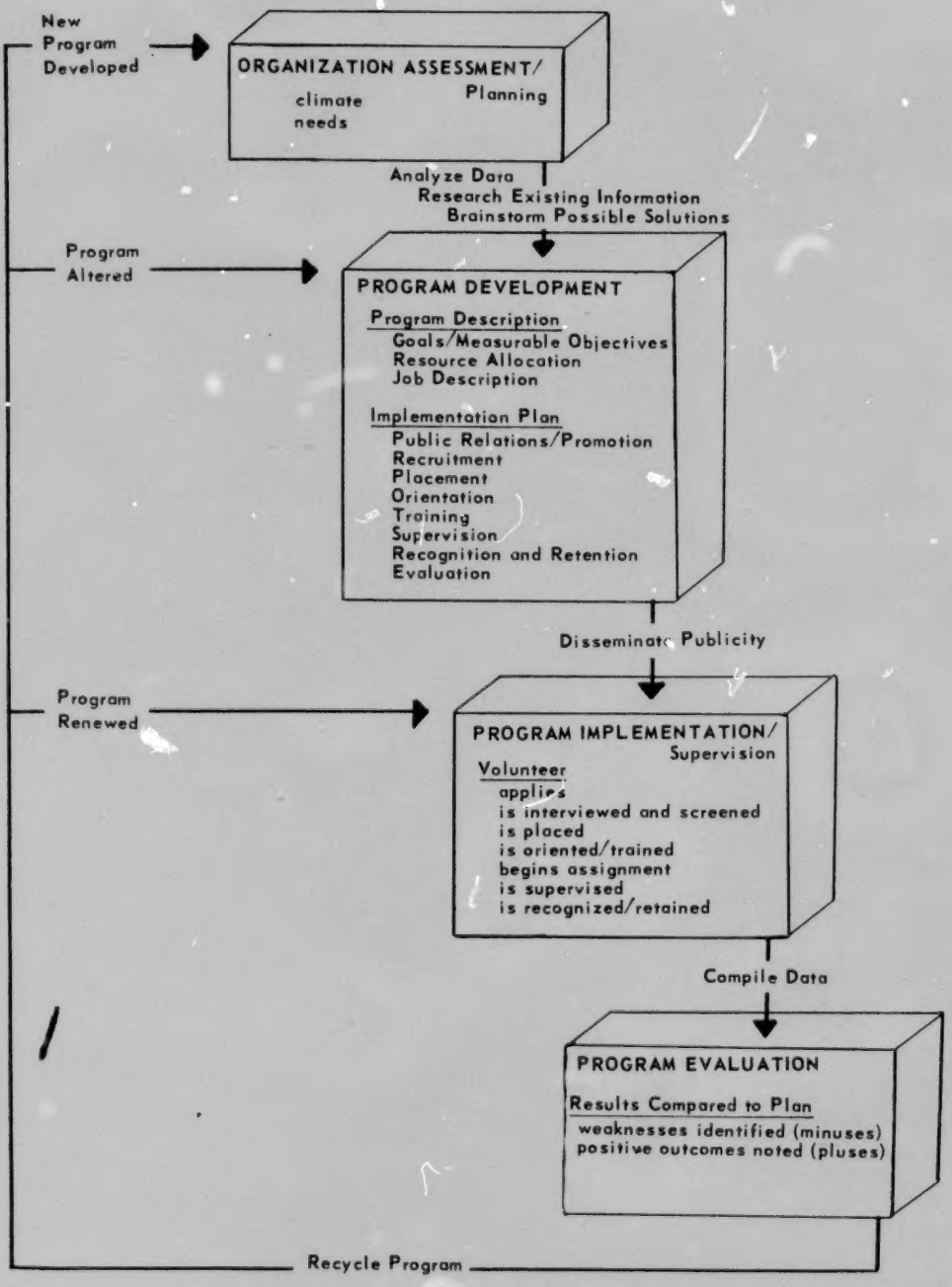
VOLUNTEER MANAGEMENT SYSTEM
PROGRAM OPERATIONS



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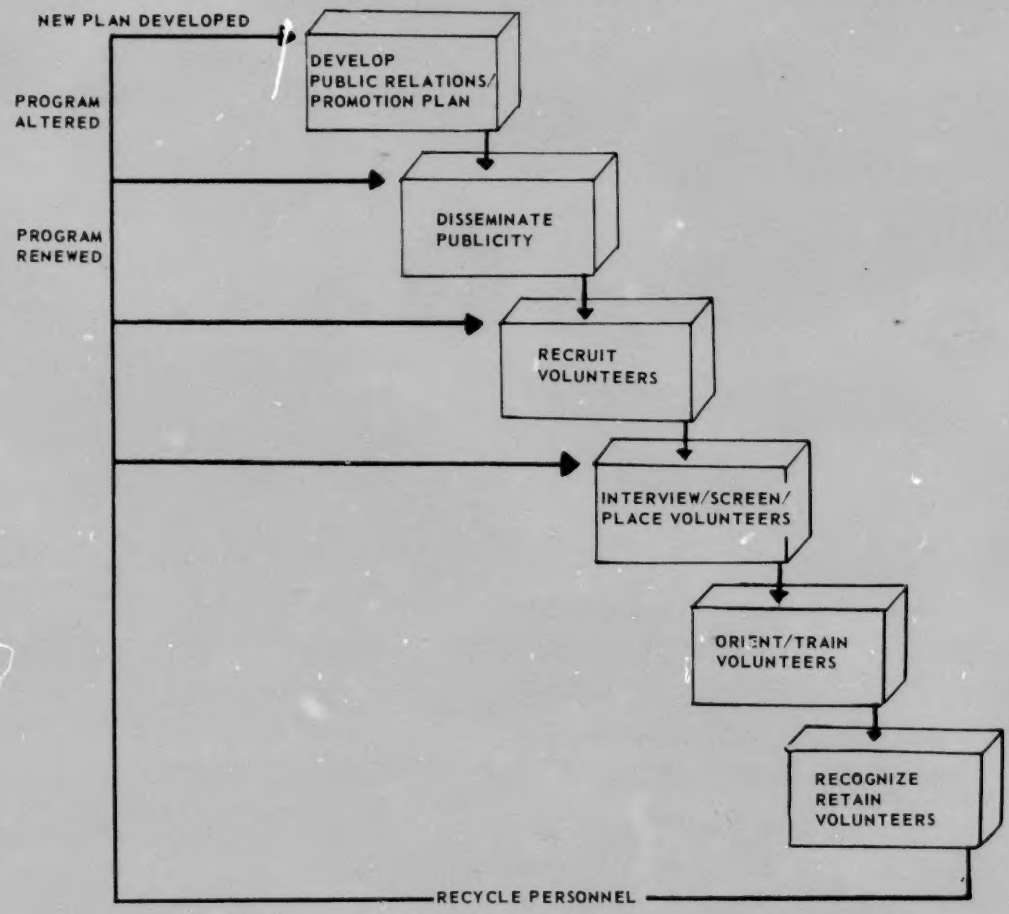
VOLUNTEER MANAGEMENT SYSTEM
PERSONNEL OPERATIONS



MOBILIZING THE ORGANIZATION CAPACITY

For two hundred years, America has been a voluntary society. By the year 2000, unprecedented opportunities will unfold for volunteers and for organizations using volunteers. Peter Drucker, the economist, predicts that future social and economic life will be entrusted to large institutions – inhuman, impersonal and debilitating. If so, the human need for closer, more meaningful and helpful relationships will increase, and one way to fulfill this need is to establish better volunteer networks and to give the volunteers greater opportunities within organizations.

Volunteers represent an enormous source of talent and creativity. But they must be "tapped" correctly to provide the fullest help possible. This is done through effective mobilization.

Mobilization means to assemble all resources and make them ready for use. It also means to release the creative potential of the people in the organization since it is those individuals who delineate the organization's capacity.

What, then, does releasing creative potential mean? To "release" is to let go, to let out, to encourage, to free. "Creative" means inventive, innovative and imaginative. "Potential" means something not yet a possibility. Together these words suggest encouraging human beings to discover and use the total self in a free, innovative and open way.

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To release this potential, a manager must have a working knowledge of what the creative process is, the creative capacity of people in the organization, and an attitude "set" which fosters the conditions necessary for the creative process. A good manager knows that every person has a creative potential, that each person has a different degree and type of creativity, and that every activity and program may and can be an instrument for releasing creativity.

The manager can either help or hinder in the creative process. It is possible to increase a person's creative ability through an atmosphere which encourages experimentation and research and which admits the possibility of quite different solutions to any one problem or question.

Creativity can be viewed differently depending on the overall purpose and goals of the organization. It can be seen in terms of the product produced, in terms of what is happening during creation, in terms of the characteristics of creative people, or in terms of the ideal climate for creative behavior. Whatever the frame of reference, the manager may use it to produce the direction and overall organizational future desired.

The key is the manager's attitude, relationship with others and ability to unleash the others' creative potential. The creative attitude is one in which a leader can see and respond to others openly because he himself is still full of wonder. Erich Fromm, who has written extensively on the creative attitude, says that one can only achieve this attitude if one has the kind of inner maturity that says, "I know who I am – at least most of the time. I know what I stand for."

A manager can foster conditions favorable to a creative attitude throughout the organization. These conditions include the right to be puzzled, the capacity to wonder and be surprised, the ability to concentrate, a sense of self-understanding and self-content, the ability to accept tension and conflict, the willingness to be reborn every day, the willingness to stand alone, to be courageous, to have faith in oneself and in others, and to allow time for people to be alone and to work and to think through problems.

Theodore Levitt in "Marketing Myopia" states that:

> The chief executive himself has the inescapable responsibility for creating this (creative) environment, this viewpoint, this attitude, this aspiration. He himself must set the company's style, its direction, and its goals. This means he has to know precisely where he himself wants to go, and to make sure the whole organization is enthusiastically aware of where that is.

The manager must determine where he is going – based upon the purpose and goals specific to that organization. There is one more equally crucial element. The leader must also know how he and his organization will get there together. Dr. Eva Schindler-Rainman, in a paper prepared for National Training Laboratory, proposes the following:

1. Help people find their strengths and build on these.
2. Suspend judgment and encourage individual differences.
3. Encourage adventuresomeness including trying out new things, thinking through new ways, finding innovations.
4. Find usefulness instead of blocking deadlines for work and work plans.
5. Give support and recognition.
6. Allow for deep involvement.
7. Develop a flexible system.
8. Provide for free communication, upward, downward, sideways, criss-cross.
9. Encourage a variety of life styles and values.
10. Suspend pre-conceived solutions and answers.
11. Allow for a variety of work styles.
12. Allow for questions on interpretation of policy.

Although other points apply directly to the present topic, consider them also as the process for changing our present materialistic world into a more humane one. Possibly this is what Alvin Toffler means when he refers to "this sudden shift of focus, from thinking about what people <u>are</u> to thinking about what they are <u>becoming</u> . . . ."

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Releasing the creative potential or mobilizing the organizational capacity is, therefore, a process of maturation. It is also the ability to provide an attitude and atmosphere for the development of this process in others. Certainly this can happen if the organization philosophy says, "We are open to new ideas all the time. Let's see how you would do it." The famous social philosopher, Gottfreid Lendemann, said, "If life is learning, and learning is life, then creativeness is a possibility in all spheres of activity to which significance is attached."

TOWARDS HUMANE MANAGEMENT OF SCHOOL VOLUNTEER PROGRAMS *

by Dr. Eva Schindler-Rainman

School volunteer systems and programs are in business with and for people. Their purpose is to extend and individualize learning-teaching situations for and with students. The job of the school volunteer is to help the professionals in a vast variety of ways; volunteers extend the work of the educators, but they are not in business to replace the professional person. Sometimes they work as part of a team with educators and paid instructional aides. The school volunteer movement is a relatively recent addition to the Volunteer World. It is a movement that is growing by leaps. It, as yet, knows no bounds.

In order to insure the best possible program, here are some important principles, that, when implemented, make for a productive, efficient and humane management system:

1) Clear, communicated, constantly evaluated goals. It is important for school volunteer programs to develop "do-able," understood, broadly decided-upon goals. As the program matures, goals are often re-defined, refined, and changed.
2) Involvement of a "vertical slide" of persons in planning, problem-solving and decision making. It is imperative to include persons to be affected by planning, problem solving and decision making in the processes. In school volunteer programs that may mean including various combinations of students, teachers, administrators, secretaries, custodial staff, nursing staff, school volunteers and administrators of school volunteer programs. Who will be included, when and where depends on the why of any meeting or activity.
3) The actual administration of the program benefits by involving volunteers and staff on an ongoing basis. It seems self-evident that systems in which volunteers work should practice what they preach. However, many volunteer systems do not yet encourage volunteers as teammates with paid staff. Together, they can keep an office open, get materials out, train newcomers, solve problems, consult and much more. It is the unique resources of volunteers and staff combined that make for richness of this program.
4) Regular feedback and staff-volunteer meetings. Planning, evaluating, and replanning takes place best when people have a regular chance to get together. As they do so, trust and open communication tend to get built.
5) Short and long term spaces and places for volunteers must be included in modern school volunteer programs. Mobility and temporariness are an integral part of our society. Therefore, our programs need to have shorter and longer term volunteer jobs available so that persons who cannot commit themselves for long periods will not be lost as a human resource for the program.
6) Opportunities for orientation, training, and competence improvement and growth are essential for both volunteers and staff. Persons serve for many reasons. Motivations vary widely from a need to become more competent and successful. It is, therefore, important to offer developmental opportunities before and on the job. Often experienced volunteers as well as staff members can be the leaders of such activities.

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* This article appeared in the Spring, 1975, E.S.E.A. Title III, Newsletter, The Volunteer, Vol. 1, No. 4., Columbus Public Schools.

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7) Flexible ground rules are needed. Modern organizations tend to write their roles as they need them. They also keep them to a minimum. They should not be encased in concrete, it may be necessary to change them in this fast changing world.
8) Keep connection with similar programs, so that practices can be exchanged; perspective rather than provincialism is encouraged; and strength is gained through joint efforts. The National School Volunteer Program offers such opportunities.
9) Collaboration with other agencies, organizations, and causes in the community is essential for a healthy school volunteer program. To the extent the program is connected to and intertwined with the larger community, more and more human and material resources become known and available to be tapped.
10) Recognition of the importance of all contributors to the program at various times makes a program more humane. This may include regular recognition events, but even more important are the: "we missed you yesterday," "that is a great idea, thank you," and "it's great to see you today!" Elbow training (available where and when needed), individual conferences, and volunteer-staff meetings are also ways to recognize persons' contributions and importance.

Here then are ten guides for humane management of school volunteer programs. How do you measure up? What would you add?

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CHAPTER TWO

VOLUNTEERS: SUBJECT OF THE VOLUNTEER SERVICES SYSTEM

What Volunteers Do

Recruiting Volunteers and Promoting the Program

Interviewing, Screening, and Placing Volunteers

Recognition and Retention of Volunteers

Leadership and the Volunteer

VOLUNTEERS: INSTRUMENTS OF THE VOLUNTEER SERVICES SYSTEM

WHAT VOLUNTEERS DO

Volunteers working in the public schools throughout the country are involved in a myriad of different activities. Many schools offer some kind of volunteer tutoring programs. Others offer classroom assistance activities. And many schools have volunteers who do "at-home" work for classroom teachers. Volunteers are also working on enrichment programs for students already proficient in their school work and who could benefit from extra academic stimulation. Still others are working with remedial students, foreign students, or Learning/Behavior Disability students.

In Dade County, Florida, Volunteer Services has developed a program in which volunteers are recruited and trained to offer non-crisis counseling assistance in the elementary schools. School counselors and the Dade County Board of Mental Health worked in cooperation with Volunteer Services personnel to develop and implement this innovative volunteer opportunity, providing individual attention for selected students.

During this program, according to a 1971 publication by the School Volunteer Program of Miami, "A listener serves as a non-crisis oriented adult friend offering a supportive, positive relationship to a child who needs a non-authoritative mature model." In a recent evaluation, between 75% and 80% of the students in the Listener Program achieved meaningful goals in eliminating self-defeating behavior. The assessment of the gain was measured by self and peer evaluations.

Dade County also has piloted a program of work experience for fifth grade students. School personnel contacted businessmen in the school community and developed "job" opportunities for these students. Shopkeepers, restaurant owners and store managers welcome the school's fifth graders for work experience one afternoon each week. The children helped in department stores, shops and restaurants and learned much about the world of work, their own community and the responsibilities of holding a job. The students enjoyed being a small part of the working world and their "employers" enjoyed teaching students about their businesses. The school/community relationship was very positive during the project and business people, school personnel, parents and children all benefited greatly.

Many school systems involve students as volunteers. In Detroit, during the early 1960's Peggy and Ronald Lippitt headed a group working with older elementary students who were tutoring younger elementary students. The Lippitt's work "focused upon the process of socialization among the older children and assistance to the younger children." Their work began as an experimental program. But the project was so successful it was expanded to include additional students in an increasing number of schools. During the same period, the Mobilization for Youth Program in New York City assigned older students to tutor younger ones in an after-school tutoring effort.

Today most school volunteer programs include some kind of student volunteer program. In Dade County, the student volunteer program is entitled "Turn About." In this program, junior and senior high school students work daily as classroom assistants and tutors. They are supervised by classroom teachers and receive elective credit applicable toward graduation.

In Worcester, Massachusetts, tutors work to give individual attention to disadvantaged children. Some of the volunteers work with retarded and handicapped children and with those identified as potential dropouts. Santa Cruz County, California has developed a program in which tutors work with young children during 30 to 40 minute sessions held in the child's home.

The State University College of Oswego, New York promotes volunteer experience for students. Those tutoring receive in-service training, tutor a minimum of four hours each week

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and meet regularly for an "experience exchange." In 1973-74, more than 450 college students were working with the school personnel to make available tutoring services which affected more than 4600 public school students.

Teaching students with dyslexia and related disorders to read, write and spell is the expressed purpose of volunteers in Natchez, Mississippi. Sixty adults and ten high school students received specialized training. Now they offer individual assistance to eighty children in grades 1 through 12. The students spend an average of eighteen months in the program and the student progress has been most gratifying. The average oral reading improvement is 1.9 years within a year's work.

In Cleveland, Ohio, the Glenville Scholars Club volunteers provide educational enrichment, personal counseling and scholarship information to outstanding Glenville High School students. More than 90% of the Glenville graduates involved in the program have a college education and many have received scholarship assistance with the help of their volunteer counselors.

The SOURCE (Seniors Offer Useable Resources for Childrens' Education) volunteers of Edmonds, Washington share their knowledge, experiences and talents with school children and provide tutoring assistance to students – especially those in special education programs. The Edmonds Education Association has reimbursed volunteers for the cost of transportation and a school lunch.

In Baltimore, Maryland, the Brown Memorial Presbyterian Church sponsors a tutoring program to help elementary children from inner-city schools master skills in beginning reading. Volunteers transport the children from their school to the church for tutoring sessions and return them to school when the session is over. Nursery care is provided for tutors with pre-school children. Fifty-seven tutors receive a thorough training and are regularly available for tutoring sessions. An additional twenty-five volunteers work as substitute tutors, language lab teachers and librarians. They also organize Saturday outings and other enrichment activities and even act as drivers. Of the "extras" offered, dramatics, a charm course for girls and an art workshop have been most popular.

Houston, Texas school volunteers offer their schools many services including art enrichment, tutoring (reading, bilingual, math), mini gyms, music enrichment, Junior Great Books, and assistance in classrooms, clinics or Library Learning centers. In addition to these on-going programs, school volunteers annually screen approximately 1400 children for hearing, vision, language development, social maturity and gross and fine motor development. In the course of a year, more than 5000 volunteers actively participate.

In Philadelphia, Pennsylvania, 9000 school volunteers work to assist individual students in oral language development, reading and math. In 1965, with the cooperation of the local Chamber of Commerce, the One-to-One Project involving business and industry volunteers was instituted to give employees time to volunteer during school hours. This project has enjoyed a decade of growth and is continuing to expand. In addition, Project GIVE (Government Industry Volunteers in Education) offers students tutoring and counseling services. This program is co-sponsored by the Federal Executive Board and the School District for 400 students who are bused into a government installation.

In Spring Valley, New York, high school students are given the opportunity to become involved as community service volunteers. Student volunteers work as tutors, hospital "candy stripers," and scout leaders to those aged, retarded or physically handicapped in the county's institutions. They also work as recreation aides or teacher assistants in the elementary schools. Training workships are available to students seeking more information about the volunteer areas. Students may earn one-half credit toward graduation for spending a minimum of forty hours (two four-hour days per week) in a volunteer assignment and by attending several seminars or conferences.

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School volunteers represent a major educational resource. The kinds of services which they can offer are almost limitless. The implementation of specific volunteer projects is dependent first upon the educational needs of the schools involved. The question personnel must ask themselves is "What kinds of services would improve the learning experiences of our students?" Once these needs have been established and agreed upon, program designs can be created, job descriptions for volunteers can be delineated and community groups and individuals can be recruited.

The very essence of the successful volunteer program is involvement which leads to real commitment. It is imperative that those who will receive the service (teachers and students) and those who will render the service (volunteers) are brought into the proposed project fairly early in the developmental stage. Not only does this kind of involvement usually produce a more comprehensive program design, but it also engenders the kind of commitment which causes people to work doubly hard to insure the project's success.

RECRUITING VOLUNTEERS AND PROMOTING THE PROGRAM

Volunteer Program success is to a large degree dependent upon the effectiveness of public relations and promotion strategies. But even the best in public relations can be woefully ineffective if based on an unneeded or poorly developed volunteer program.

According to Barbara Carter and Gloria Dapper:

> The chief essential for attracting and keeping volunteers is a good program. If the program is not well thought-out and well-organized, if the training is not well designed and continuing, if volunteers are not given work that makes sense and shows results, then all the recruiting efforts in the world won't attract and hold the kind of people you need.
>
> On the other hand, if you have a great program but fail to let the community know about it, getting and keeping volunteers will be almost as difficult as if the program were poor. Attracting people to work and encouraging volunteers to stay on the job should be part and parcel of the program's internal and external public relations efforts.

All of us have heard about or work with "public relations," "promotion," "publicity" and "recuritment," but how many of us have fully analyzed what these words imply in terms of philosophical meanings or actual tasks to be accomplished? Perhaps we have assessed the effectiveness of a volunteer project, found it wanting and blamed the "failure" on inadequate public relations. But what is public relations and how is it different from promotion, publicity and recruitment?

Public Relations deals with the overall dissemination of an organization's concept. Its success is dependent upon the meaningfulness of the organization's purpose and its members' commitment to this idea. It also can be viewed as the umbrella that encompasses the public face and all of the public-directed activities of the organization. The goal of public relations is to promote understanding and good will for the volunteer program within the community.

Promotion represents the organization's plan or strategy for dissemination. Its overriding purpose is to further the growth of the organization. Development of promotion techniques requires an analysis of specific programs and their needs. It also requires thoughtful assessment of the appropriate audiences before deciding the best strategies to reach them.

The precise strategy for dissemination may take many forms – media publicity, bumper stickers, advertising sign boards, and/or planned events such as conventions, meetings and coffees. Exact techniques employed are dependent upon the goals for dissemination and the audience involved.

Publicity is the actual dissemination of promotion materials and the application of promation strategies. Generally, information which has some news value is issued by a group desiring

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visability and/or meaningful publicity to gain public support. Publicity releases are dictated by specific goals and related to specific needs. TV and radio releases or newspaper stories are commonly classified as publicity releases, but any kind of dissemination (from "talking it up" to bumper stickers) is publicity.

Often considered the result of effective public relations, promotion and publicity, Recruitment refers to the actual enlistment or enrollment of individual support. It suggests "signing on the dotted line" by a volunteer.

Quite often, these terms are used interchangeably, causing some confusion to all involved in these kinds of activities. The terms are very similar but their definitions do suggest subtle differences in their connotative meanings. The differences may be related to their varying degrees of specificity with nearly an "abstract-to-specific" dichotomy forming. Along these lines, public relations is the most general activity and recruitment (the actual enlistment) the most specific.

Public Relations: Getting the Act Together

For meaningful and cordial relationships between the organization and the involved public groups or individuals, the organization must analyze its own attitudes and feelings, particularly those relating to and affecting its "public." Second, it must develop a public relations philosophy.

Internal Public Relations: Arriving at a Consensus on Attitude

A National Educational Association publication, Internal Public Relations for Educational Associations, states that "all of the publicity efforts and techniques applied to outsiders will be in vain if members of the Association do not feel the same way."

So, the organization should begin by taking a look at itself. All members – administrative, staff and volunteers – should ask themselves:

- What is the self-image of the group?
- Do the majority of group members agree?
- What is the mission or purpose of the organization?
- Do the majority of members subscribe to and understand this purpose?

By asking these kinds of questions and analyzing the responses, the group may begin to understand itself. If members' attitudes basically seem to coincide, then the group really is a group. The very existence of internal unity and understanding is a definite public relations asset.

External Public Relations: Sharing the Word with The Community

If any member of an organization is enthusiastic about his group's purpose, he naturally talks about it out in the community. Informally spreading the organization's message by "talking it up" often represents some of the organization's most effective public relations. This method is sincere and spontaneous. Yet effective as it can be, word-of-mouth public relations usually arises by chance. Because it represents non-structured communication, most groups recognize its importance and potential benefit but also elect to plan organized public relations activities within the community.

Structuring the group's community public relations involves some analysis of the potential audience in the community. If group members (administrators, staff members and volunteers) agree that organizational visibility in the community can help implement their program, they can help implement their program, they can plan an effective general public relations strategy. Organizational members (particularly those in administrative or advisory positions) can join other groups or organizations having the possibility of involvement with the volunteer program. They can also seek involvement on appropriate community boards and encourage speaking invitations from other groups wishing to learn more about how the volunteer program works.

Public relations, then, represents a general, somewhat amorphous, set of relationships both within the group (internal public relations) and between the organization and the general public (external public relations).

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Identifying Needs for Volunteers and Developing Promotion Strategies

The identification of needs for volunteer service is the first step in developing a promotion campaign. This step takes place in the individual schools. The professional staff in each school conducts a needs assessment and develops a volunteer program description and list of objectives.

When a need for a volunteer program has been identified and the program developed, job descriptions are defined. At this stage, the type of volunteer desired to fill a specific position can be determined. Once these stages are completed, the school volunteer team begins to develop methods for publicizing programs to attract individuals with the appropriate interests and talents.

The volunteer program description and objectives should also state the approximate number of volunteers needed. With this information, those in charge of promotion can begin.

Gearing Promotion Plans to the Potential Audience

Since volunteers are identified at the individual school level, much of the promotion efforts are also geared to this level. Volunteer positions – such as classroom assistants, tutors for individual students or small groups, story tellers, library workers, lunchroom monitors and guides for field trips – can most often be filled successfully by approaching people who live in the school neighborhood.

There is another great advantage to promotion efforts which focus on the local community. Often the most effective way to enlist a volunteer is in a one-to-one situation. The most simple and basic promotional technique is to have program planners get to know or at least meet their neighbors. By doing this, they will feel more comfortable about calling on them when a need for service arises.

Hopefully, the local school community will generate most of the volunteers needed to staff the school programs. Yet sometimes the local school community is a poor source for volunteers. This might occur in neighborhoods in which both parents are working or in neighborhoods in which the families are large and relatively young. Many women feel they can't afford to hire a babysitter for their younger children in order to volunteer some time, so some schools have counteracted this dilemma by developing volunteer babysitting services in unused classrooms. But the availability of this service requires much pre-planning and needs to be well-organized.

Also, the types of volunteers needed for implementation of a certain program may not be available in a school neighborhood. Tutors for foreign-speaking students, speakers for enrichment programs in specific curriculum areas and career-education speakers may represent specialized volunteer placements that the local school community may not be able to provide.

When this occurs – when the recruiters from a school have exhausted the school neighborhood in a search for volunteers – the Central Office of the Volunteer Services Organization should be able to help find the types and numbers of volunteers needed since the Central Office is able to reach a more "global" audience by their promotion process. So after the school team has exhausted all local possibilities, the Central Office personnel operations must be able to implement promotion campaigns effectively and efficiently in order to meet the specific volunteer needs of schools.

The main purpose of any public relations campaign is to keep the name of the specific volunteer organization in the general public's "eye." Then, as the promotion design dictates that specific audiences or organizations be contacted, the name and purpose of the organization will already be familiar.

In general, local school personnel should develop methods to locate and inform appropriate groups and individuals of specific volunteer opportunities. At the same time, the Central Office personnel operations should develop meaningful promotion strategies to reach suitable segments of the public, local organizations, businesses and industries, and professional and interest groups. By working simultaneously on various levels in the potential volunteer community, these

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two promotion methods should complement each other and create a highly effective public campaign.

Promotion Strategies: Matching the Request and the Approach to the Audience

To be effective, to really achieve the proposed goals or result, all organization dissemination must be well planned in terms of its intended purposes.

- The overall public relations philosophy and image must be carefully analyzed so that it can be understood and accepted by those involved.
- The assessment of individual school needs must occur as an on-going activity. Those needs change when appropriate numbers of volunteers have been recruited to fill program requests and when new programs are created.
- An accurate analysis of appropriate groups or individuals as possible sources for particular types of volunteer programs is critical for both publicity and recruitment.

The promotion strategy, then, is composed of carefully chosen materials and techniques appropriate to both the needs and the audience. For example, the promotion strategy for attracting senior citizens to volunteer work might contain dissemination techniques very different from those employed to attract high school students. Early morning talk shows geared to older citizens, news releases in the local newspapers or flyers sent to senior citizen centers may be appropriate methods of informing senior citizens of volunteer opportunities. On the other hand, if the goal is to reach high school students, local radio disc jockey programs, school newspapers and local school bulletin boards may be the most effective ways to spread the word.

PROMOTIONAL CAMPAIGN CHECKLIST

Determine the Organizations's Specific Publicity Goals

Are you attempting to

- increase community awareness about your organization
- introduce a new program
- publicize an event
- focus attention on a need

Determine appropriate audience (who you should attempt to reach is contingent upon what you want to say and who might be interested).

Should you communicate with the

- entire community
- a particular interest group (for example, clients, particular organizations, business leaders, certain professionals).
- several distinct groups potentially interested in becoming involved.

Analyze Available Resources. (The three resources available to any group are time, personnel and money.

In order to accomplish your goal, do you already possess or do you have access to

- personnel capable of completing the project
- time to complete the necessary work
- equipment/materials necessary to do the job
- adequate funds to cover costs involved

Planning the Promotional Campaign

Once these questions have been answered, those in charge of promotion can begin to analyze which dissemination techniques will be most effective and practical. The next stage is to determine precisely how the campaign will use the best techniques. A dissemination chart is a handy tool here.

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PUBLIC RELATIONS DISSEMINATION TECHNIQUES – THEIR ADVANTAGES, DISADVANTAGES AND USE

MEDIA	ADVANTAGES	DISADVANTAGES	USE OF
Newspaper	• least expensive • reaches mass audience • easy to get coverage	• may not reach target audience • lack of control over what is written	• community calendar • special event announcement • speaker • human interest • feature article • new program • election of officers • background or in-depth
Television	• coverage of background and activities • huge audience • high level of saturation • not difficult to get coverage • immediate coverage	• widely scattered • lack of control over what is said or photographed • difficult to get routine coverage	• press conference • spots for recruitment, orientation • featurettes • public service programs • educational program
Radio	• reaches large audiences • usually delivers more air time • can get advance announcement for event	• little audience control • difficult to get coverage of routine events	• spot announcements – 10, 20, 30, 60 seconds – program, fund raising, routine meeting • featurettes (develop script for recruitment) • public service discussion programs
Direct Mailing	• select names & addresses of people who receive material • have absolute control over information	• the danger is it may be thrown out as junk mail • takes certain amount of skill to prepare and to mail • can be expensive	• for whatever purpose necessary
Poster and Bumper Stickers	• some control through site selection • absolute control of material	• may require time & skill to develop & distribute • can be expensive • only limited amount of material effectively used	• promotional tools • first glance impression • brief & simple message • proper placement • catchy slogan • supplement mass media publicity
Brochures	• control over audience • absolute control over material & presentation	• needs extensive preparation • can be expensive • information becomes outdated	• general background info. • specific information • available in waiting rooms • response to inquiry, tours, open houses
Newsletter	• absolute control • audience is highly motivated	• responsibility is great • can be very time consuming	• sent to interested people • contains info. on activities, previous meetings, names of people and human interest • carries news of special interest & importance
Word of Mouth	• when it works it's dynamite • powerful form of public relations	• once started it's impossible to control • dangerous if it backfires	• never try to consciously manage it • if doing a good job, the good news travels automatically
Open House –	• people to people contact • control what is shown & how presented • social	• must have something to draw people • careful preparation • expensive for refreshments & publicity	• feature or spotlight something new • can be by invitation or to entire community • recognition, awards

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Speaker's Bureau	• good control of audience • control over material and presentation • people to people contact • cover large audience	• requires good coord. • requires preparation • can infringe on personal time	• group recruitment • generates good will
Outdoor Advertising	• control over material • control of audience • effective attention getter	• can be expensive • people you need may not see sign	• front yard sign is cheapest • banner • billboard

Publicity: Getting the Word Out to the People

Once the Public Relations image has been established and promotion strategies have been developed to inform appropriate groups of volunteer opportunities, the information can be disseminated. Creating the most meaningful publicity materials to fulfill the requirements becomes the concern of the individuals responsible for publicity. They should:

- Look for interesting "new" stories or innovative ways of presenting "the" story.
- Attempt to present information in a way which will attract the reader's attention.
- Invoke interest in the subject.
- Identify and describe need.
- Show applicability of the need to the special interests and abilities of the group being approached.
- Encourage the reader's response to the needs described.

The Methods

Newspaper coverage represents the main type of publicity used by most organizations. It can be far-reaching in terms of audience contacted and is generally the least expensive way to communicate with the public. Publicity information can be disseminated to the total community through metropolitan area dailies. Local area residents can be reached through the neighborhood weeklies published in many cities.

It is wise to make "contact" at each newspaper. Find out what kind of story interests the newspeople and fits within the scope and policy of the paper they represent. Information may be applicable to several different newspaper departments or areas. Press releases may be developed for:

- "Community Calendar" column
- Educational columns (when offering special programs or speakers)
- Feature columns for program features or human interest stories

They can be used by local or neighborhood newspapers, radio or TV. A press release is nothing more than a simple statement of facts. It should not be elaborate.

- Types of information that are appropriate
  - Announce an upcoming meeting
  - Announce a new staff member
  - Inform public about new program or service
  - Announce the reaching of a goal
  - Announce fund raising activities
  - Announce an upcoming event
  - Submit a follow-up report of an event
  - Notify media of a human interest story
- Include the "five W's"
  - who – agency or club name
  - what – describe what's going on
  - where – the location of event
  - when – the date and time
  - why – reason for
  - how – how will program work

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- Preparing the press release
  - Use 8½ x 11 plain white paper
  - Double space
  - Never use carbon
  - List media receiving releases
  - Keep copy of release sent
  - Date all releases
  - Give full reference material in the upper left hand corner
    - name of program
    - name of sender
    - address and phone
  - Place date for release on copy

Sample press releases and a photo release follow.

SAMPLE #1

COLUMBUS PUBLIC SCHOOLS
VOLUNTEER SERVICES DEPARTMENT
450 EAST FULTON STREET
COLUMBUS, OHIO – 43215

May 1, 1976

TO: COLUMBUS CITIZEN JOURNAL

ATTENTION: JANE JONES

FOR IMMEDIATE RELEASE

(PHOTO ENCLOSED)

A Recognition Tea will be held Wednesday, April 29 at 1:00 p.m. at the Governor's Mansion, 358 North Parkview Avenue, to commend volunteers serving in the Columbus Public Schools. The program is being held in conjunction with Columbus Public School Volunteer Week, as preclaimed by Mayor Thomas Moody, to be held April 25 to May 1.

This Recognition Tea is sponsored by the Volunteer Services Advisory Council, which annually honors the volunteers for their donated time. Superintendent of Columbus Public Schools, Dr. John Ellis and members of the school board will be present.

As part of the program, students from Whetstone High School will provide background music and a display of student art from the Department of the Fine and Performing Arts of the Columbus Public Schools will be shown.

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SAMPLE #2

COLUMBUS PUBLIC SCHOOLS
VOLUNTEER SERVICES DEPT.

SEPTEMBER 19, 1976
TO: COLUMBUS CITIZEN JOURNAL
ATTENTION: JANE JONES
REQUEST FOR COVERAGE

Mary Smith will receive the Volunteer Services Advisory Council Red Apple Award for exceptional school volunteer services.

The award is to be presented at the Volunteer Services annual all-city orientation held on September 27, 1976, Main Recreation Center, 74 Main Street, from 1:00 – 3:00 P.M.

Photos will be set up at
12:30 P.M., September 27, 1976, Main Recreation Center, 74 Main Street.

Available for photos

Mary Smith	247 Sycamore Street	Award Recipient
Dr. James White	CPS	Superintendent
Mrs. Lola Laner	CPS	Director of Volunteer Services
Mrs. Anne Faning	624 Grant St.	Chairman, Advisory Council
Other Volunteer Services Staff and Volunteers		CPS

SAMPLE PHOTO RELEASE: SHORT FORM*

Date: _____

I hereby consent to the reproduction, publication and use of photographs taken of _____
(myself or my child–give name of child)

by the _____ or its nominees, for advertising,
(agency)

educational and/or publicity purposes of said (agency) in any and all publications and advertising or publicity media, without limitation or reservations.

_____
Signature

_____ _____
Witness Address

* McMahan, John H. Productive Press Relations, Nahan Public Relations Council of Health & Welfare Services Inc., New York, N.Y. 1965, p. 51.

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One further note – don't forget newspaper want ads!

Television and Radio can use the same written announcements supplied to the newspapers.

A page of spot announcements for TV usage should be accompanied by slides of the logo, the name of the organization and the telephone number to contact. These can be used in varying combinations by the media. Remember, slides of actual volunteer situations often catch the interest of the viewer. Professionally prepared slides cost approximately $10.00 each. Also, twenty and sixty second spots are used more often than ten or thirty second spots, but a variety of timed spots should be included.

SAMPLE TV SPOT

FOR: TELEVISION

PURPOSE: RECRUITMENT

TIME: 30 SECONDS

MUSIC: PUT A LITTLE LOVE IN YOUR HEART (Fade in and out)

VERBAGE: A. Your're someone special because your're you.
Be a school volunteer.
B. Offer helping hands.
Be a school volunteer.

Use music with verbage – fade music in and out.

STORY BOARD
(Slides to be Used)

Helping Hands	Student and Tutor	Mini Humanities and Students	Library Volunteer and Student	Face of Student
Comm. Resource and Student	School Health of Students	Face of Student	Helping Students	BE A SCHOOL VOLUNTEER Services 1. 2. 3. Please call:

If slides are used in film chain or in "live spot" can take or dissolve.

If slides are projected can pan or zoom.

SAMPLE RADIO SPOT ANNOUNCEMENTS

1. Make 1974 a year that counts for you. Volunteer in the inner-city elementary schools of Columbus. Personal training is offered in areas of library, tutoring, pre-kindergarten, and community resource volunteers. For further information call 464-4300.

2. With the new year comes a renewed plea for volunteers in the inner-city elementary schools in Columbus. Give just a little of your time to help form the future of tomorrow's leaders. For further information, call 464-4300.

3. Make a vital difference in the life of a small child! Volunteer in the inner-city schools of Columbus. Training is now being offered in library, tutoring, pre-kindergarten, and community resources. Call 464-4300 NOW!

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Direct Mailings to a target audience are effective. The mailing can take one of many forms – a brochure, a flyer, a form letter, a gimic, postcard or an educational pamphlet.

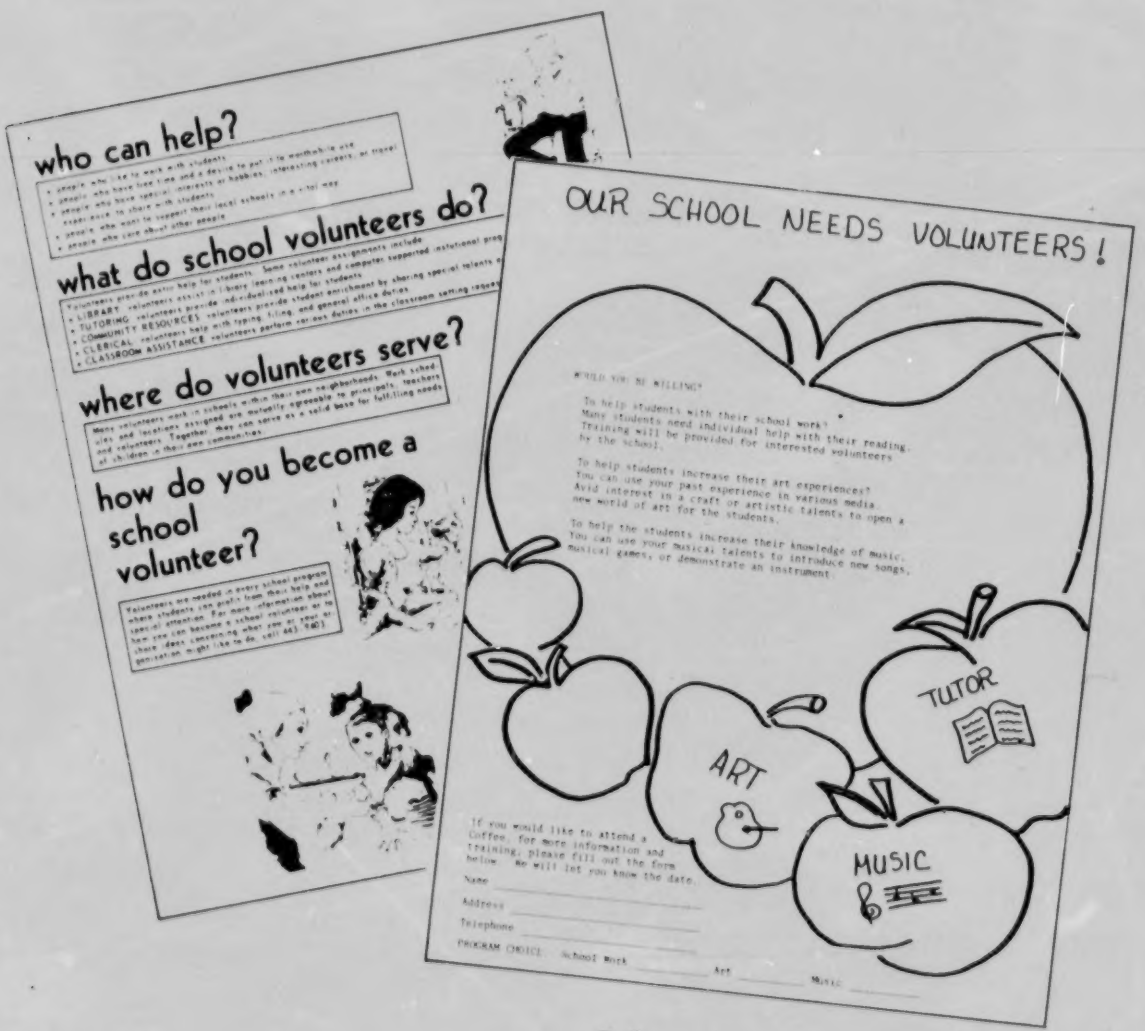
Cost is a large factor here and should be taken into account in determining the usefulness of this promotional technique. Bulk mailing is an obvious answer to the cost dilemma but can only be used when mailings involve more than two hundred pieces.

Brochures can be single folded sheets or elaborate booklets. These brochures (also often called pamphlets, flyers or leaflets) can be used as effective materials to supplement public information disseminated through mass media.

Brouchures are highly effective. They allow the organization to:

- control the audience receiving the information.
- allow the organization to distribute general background types of information or specific service or public information.
- work within a limited budget and still produce this type of publicity (brochures range from inexpensive mimeographed sheets with stick figures to sophisticated products, professionally printed with color photographs).

Brochures do incur some postal expense, but bulk mailing rates help to keep this cost at a minimum.


who can help?
what do school volunteers do?
where do volunteers serve?
how do you become a school volunteer?
OUR SCHOOL NEEDS VOLUNTEERS!
WOULD YOU BE WILLING?
To help students with their school work?
Many students need individual help with their reading.
Training will be provided for interested volunteers by the school.
To help students increase their art experiences?
You can use your past experience in various media. Avid interest in a craft or artistic talents to open a new world of art for the students.
To help the students increase their knowledge of music. You can use your musical talents to introduce new songs, musical games, or demonstrate an instrument.
TUTOR
ART
MUSIC
If you would like to attend a Coffee, for more information and training, please fill out the form below. We will let you know the date.
Name
Address
Telephone
PROGRAM CHOICE: School Work Art Music

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Newsletters represent a type of brochure produced for bringing information or "news" to a group of people who are usually part of the organization's "interest" group. The newsletter has all the advantages of a brochure and it also enables organizations to provide detailed news coverage (often not available from major newspapers) to those interested in their projects.

Newsletters can:

- Feature and explain proposed programs or projects.
- Announce meetings and training sessions.
- Report information drawn from meetings.
- Highlight new officers and human interest stories.
- Discuss current educational issues, events or problems.

THE Volunteer

Volunteer Management System, Columbus Public Schools

Winter, 1976

Vol. 2 No. 2

ACT III LENDS EXPERTISE TO VOLUNTEERS IN EDUCATION

All Ohio E.S.E.A. Title III projects are required to form a community communication council. ACT III (Advisory Council to Title III) is the name of the Volunteer Services Management System Project has used to identify its advisory body.

The purpose of this group of non-educators has been action oriented. members have not only spread the word about the project and the innovations in the Ohio Department of Education to the community but also each member has become actively involved in the subject of educational volunteerism.

Even though ACT III meets only four times a year, the project has benefitted greatly from the advice and creativity of the total group. More important, however, the project staff has looked to each member as a resource offering expertise and knowledge in an area not yet fully developed.

The results have been most rewarding. Each member has or is developing something that will positively affect volunteer programs in the schools, the community and the state.

In this issue of The Volunteer we are highlighting three educational articles by members of ACT III. The legal ramifications for volunteers, how to contral costs of volunteer programs, and the P.T.A. and volunteer services are included in this issue for the readers' information and use.

In addition to development of information, ACT III members have become a real part of volunteering in the schools. On February 12, 1976, Mr. John P. H. Young, Principal of Yorktown Junior High School, with the assistance of David W. Ewing, Yorktown's Staff Coordinator, invited ACT III members to become volunteers for the day at Yorktown. The ACT III members enjoyed a lunch at the school and heard from Mrs. Donald Brochm and Mrs. Morris Berliner, Yorktown's Volunteer Building Coordinators, who described how the Management System, developed by the Volunteer Services Management System, works in their school.

After this, ACT III members became school volunteers. They experienced lecturing to an English Class, working in the Library or tutoring an individual student.

The Volunteer Services Management System project staff are all most appreciate of the exciting and valuable contributions ACT III members have made to the body of volunteer knowledge and to the students served by the Columbus Public Schools.

A very special thank you to each ACT III member.

Mr. Rowland Brown	President, Buckeye International
Mr. John Castle	Sales Manager, Suburban Directories, Inc.
Ms. Sally Cave	Personnel Specialist, Borden, Inc.
Mr. Glenn Esh	Executive Director, Volunteer Action Center
Ms. Liz Evans	Public Relations Director, WTVN Radio
Mr. David P. Green	Attorney, Schottenstein, Goral, Swadlow & Zox
Mr. John Hanle	Vice President, Columbus Area Chamber of Commerce
Ms. Mary Miller	Director, W.O.V.E.N. Marathon Center
Ms. Lisa Perrin	Management Assistant, U.S. Small Business Administration
Mr. Charles H. Perrine	Senior Accountant, Kenneth Leventhal & Company
Ms. Nancy Trualove	First Vice President, Columbus P.T.A.
Mr. Chuck White	Director of Public Affairs, WBNS TV
Mrs. Lester Wright	Supervisor of Community Affairs, Columbus & Southern Ohio Electric Company
Mr. Jeff Wynd	Senior Utility Clerk, Ohio Bell

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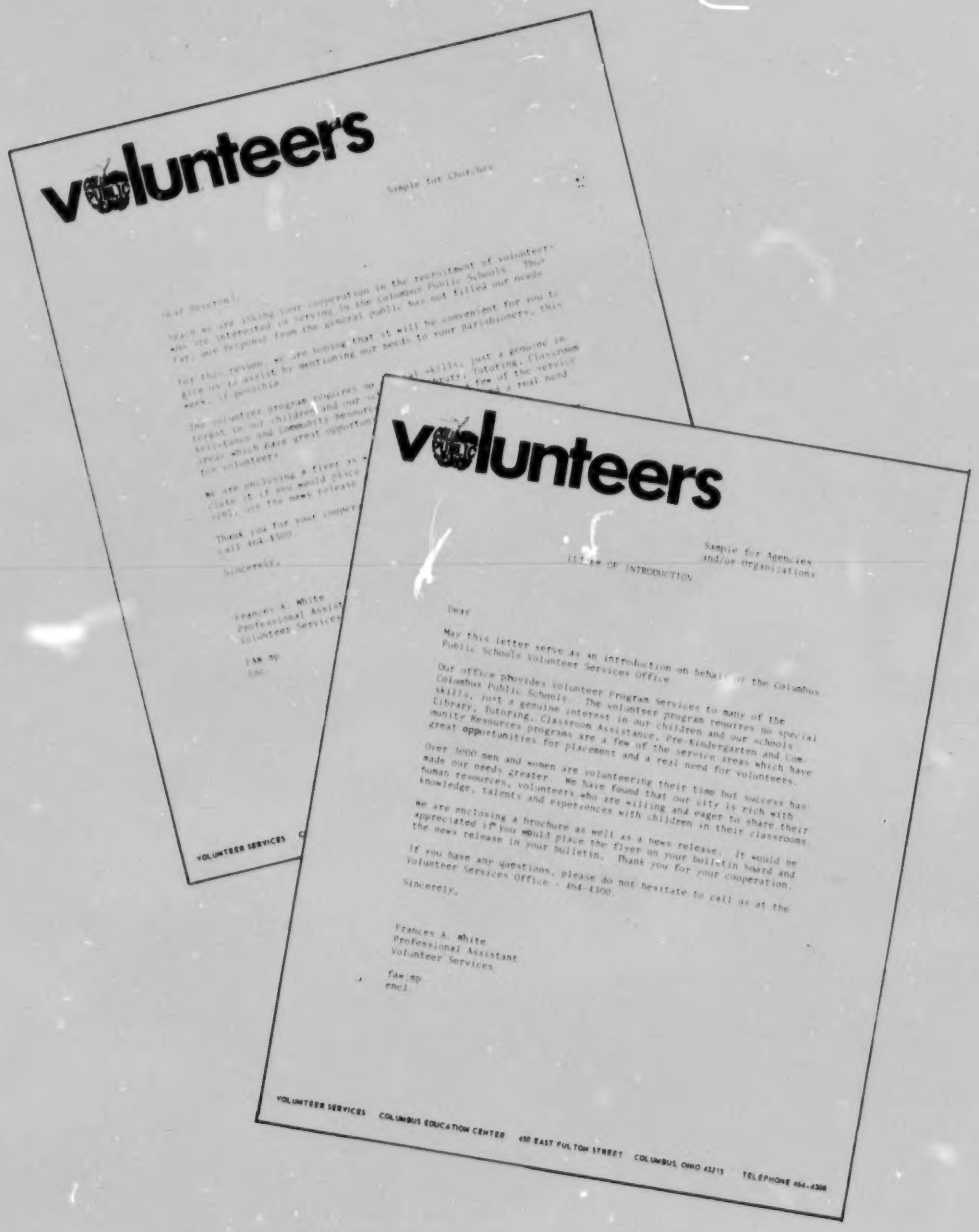
Letters addressed to individuals or provided to members of particular groups (local school parents, company employees, organizational members) are the most personal and most specific type of direct mailing. Because letters are intended for specific individuals, they are also the most likely to be read by those who receive them. Generally, they are geared to a specific request and they generally result in a recipient response.


volunteers

Sample for Agencies and/or Organizations

LETTER OF INTRODUCTION

Dear

May this letter serve as an introduction on behalf of the Columbus Public Schools Volunteer Services Office.

Our office provides volunteer Program Services to many of the Columbus Public Schools. The volunteer program requires no special skills, just a genuine interest in our children and our schools. Library, Tutoring, Classroom Assistance, Pre-Kindergarten and Community Resources programs are a few of the service areas which have great opportunities for placement and a real need for volunteers.

Over 5000 men and women are volunteering their time but success has made our needs greater. We have found that our city is rich with human resources, volunteers who are willing and eager to share their knowledge, talents and experiences with children in their classrooms.

We are enclosing a brochure as well as a news release. It would be appreciated if you would place the flyer on your bulletin board and the news release in your bulletin. Thank you for your cooperation.

If you have any questions, please do not hesitate to call us at the Volunteer Services Office - 464-4300.

Sincerely,

Frances A. White
Professional Assistant
Volunteer Services

faw:mp
encl.

VOLUNTEER SERVICES COLUMBUS EDUCATION CENTER 450 EAST FULTON STREET COLUMBUS, OHIO 43215 TELEPHONE 464-4300

Posters and Bumper stickers are often overlooked as publicity devices. Yet they can be great promotional tools. The success of posters or bumper stickers depends on the message being assimilated by the passerby. So, they must be striking enough to catch the eye and simple enough to communicate at "first glance." They can be used to announce meetings and events or to impart single, important ideas. Since impact is important, pictures or images are very effective.

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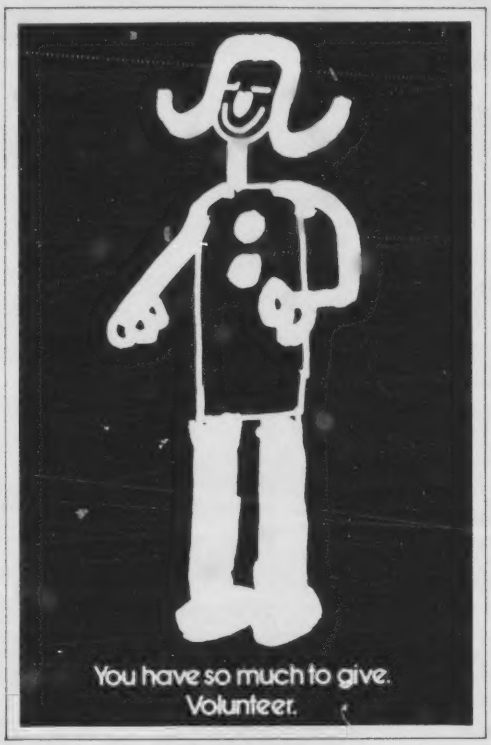
Poster placement is crucial. A striking poster strategically placed in a busy area has a large potential audience.

Another large audience is reached by bumper stickers. They are mobile and will "get around" as much as the cars on which they are placed. Anyone who has travelled the roads and highways or has been stuck in slow moving traffic can attest to the fact that bumper stickers are a great means of getting a message to a large number of people because they are read.



A speaker's bureau can be developed to gain support or generate interest within a group. The speakers should be carefully chosen and should:

- be a school volunteer
- be able to express themselves effectively
- be able to speak of their own experiences and reactions as a school volunteer
- be able to relate history, services and needs of the school volunteer program
- be available to speak as assignments are made
- be an effective speaker in a large or small group
- be able to suggest how a given group may volunteer or give assistance to the school volunteer program

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Informed speakers are a definite asset. A suggested training session might involve:

- suggested outline for presentations
- techniques of public speaking
- practice sessions
- devices to use in presentations
- appraisal of effectiveness
- expected outcomes at presentations

A good talk is often enhanced when the speaker includes audio or video aides in the presentation. Materials which speakers might consider using include:

- title cards
  - animated cards
  - flip or pull cards
  - letters over picture
- transparencies
- slides
- "live" performances
- puppets
  - audio introduction
  - visual introduction with cards
- books
- charts or posters
- audio effects
  - theme music
  - background music
  - sounds of volunteer
  - sounds of children

The speaker/audience situation affords an excellent opportunity to disseminate other printed information. Materials provided for the audience might include:

- brochures explaining volunteer programs
- application forms

And there are many other publicity materials and methods for possible use, including:

- outdoor advertising
- loudspeaker cars
- spotlights in the sky
- sky writing
- proclamations
- personal interviews – news conferences
- letters to the editor
- displays and exhibits
- plastic tote bags or badges stating a theme
- open houses

In sum, publicity is communication – all kinds of communication. Its goal is to get a message out to the right people at the right time. Its reward is an informed community which understands its goals, purposes and projects and which responds favorably to the publicized organization. The overt measure of this "good" public relations or publicity is willingness to become involved. The effectiveness of publicity is often measured by recruitment statistics.

Responsibility for Publicity

A Public Relations Committee is vital to continuous promotional and public relations campaigns. For each campaign, a plan should be established which includes:

- the goals of the campaign
- the target audience
- the resources needed/available
- the media to be used
- the priorities
- the schedule to be followed
- the cost

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A viable committee should include members capable of and responsible for:

- organizing and coordinating committee activities
- contacting the media, providing news releases, arranging for pictures
- working with the public relations department within the school system
- gathering, organizing and editing a newsletter
- distributing and mailing all materials
- organizing and coordinating the speakers' bureau
- finding and creating new ideas and materials

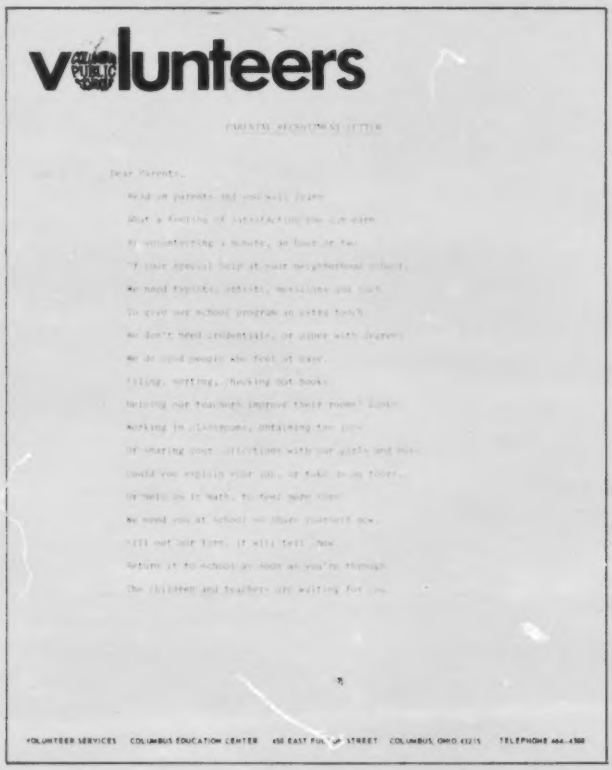
Recruitment – Responding to Publicity

The promotion campaign has been well planned and successfully implemented. Good publicity has reached the right audience and some percentage of them want to become involved. The organization must provide adequate opportunities for those interested individuals to "sign-up" as volunteers.

The publicity disseminated should include clear instructions for doing this. If possible, it also should offer alternate procedures. The potential volunteer must be able to contact someone from the organization in person, by telephone, or by letter or application. The organization must prepare to receive any type of response by potential volunteers.

What will happen, for example, if the willing volunteer makes repeated attempts to phone and consistantly finds that the line is busy? Perhaps several different telephone contacts should be listed to insure that the potential volunteer can communicate his intent before becoming frustrated and losing interest.

Once the volunteer has shown an interest, the organization has the responsibility of interviewing, training and placing him. Proper and efficient placement are crucial to volunteer satisfaction. Time is, of course, an important factor. The new recruit is generally excited about his commitment and eager to begin.


volunteers

PARENTS RECRUITMENT LETTER

Dear Parents,

We need parents and everyone else

What a feeling of satisfaction you can have

in volunteering a minute, an hour or two

If your special help at your neighborhood school

We need tutors, aides, monitors and more

To give our school program an extra touch

We don't need credentials, or even with degrees

We do need people who feel at ease

Filing, sorting, checking out books

Helping our teachers improve their rooms' looks

Working in classrooms, obtaining the joys

Of sharing your interests with our girls and boys

Could you explain your job, or talk to us there

Or help us in math, to name some more

We need you at school, we think yourself one

Fill out and turn it in, it will tell how

Return it to school as soon as you're through

The children and teachers are waiting for you

VOLUNTEER SERVICES COLUMBUS EDUCATION CENTER 450 EAST FULTON STREET COLUMBUS, OHIO 43215 TELEPHONE 464-6500

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INTERVIEWING, SCREENING AND PLACING VOLUNTEERS

Once recruitment has taken place and the community has been appraised of the need for volunteer service in the schools, it becomes necessary to interview and screen potential volunteers for placement in the programs. Only by effective interviewing and screening techniques can appropriate and successful volunteer placement occur. This step in Volunteer Personnel Operations is extremely important. The most efficient use of volunteer talent is largely dependent on it.

When the personal interview has been completed, the screening process begins. A basic assumption is that any person who has enough interest to apply for a volunteer position and go through an interview is committed to helping students and also feels a certain competence to do so. But occasionally it becomes apparent that a particular individual may not be qualified to work with students and, in fact, may even possess certain qualities that could hinder a student's progress.

Frequently expressed motives for volunteering include:

- Service to the community
- Need to be needed
- Need to combat monotony and desire for expansion of interest and activities
- Need to volunteer because others volunteer (conform to social norm)
- Need for social interaction (often a form of therapy)

An analysis of motives can determine the extent of the applicant's interest, capability and value to the school volunteer program. Yet expressed motives are not always real motives. And real motives are difficult, sometimes impossible, to determine.

The motives not expressed by the potential volunteer sometimes may make a person unsuitable to a position. The screening process should enable the organization to weed this minority out. Most people, though, prove to be dedicated, valuable volunteers.

Once a volunteer is recruited, interviewed and screened, he must be placed in an assignment which best suits his talents but there is still one more condition. A volunteer is placed only if there is a request by a teacher for his services. In other words, it is a member of the school staff who actually initiates the placement procedure. The next (and often more difficult) step in effective placement is matching the interests and talents of an individual volunteer to a specific request.

The person in charge of the interviewing, screening and placement of locally recruited volunteers is the Volunteer Building Coordinator. Someone from the Central Office Volunteer Services Organization is in charge of the initial interviewing and screening of those volunteers recruited from the rest of the community. The volunteer recruited by the Central Office is referred to a Volunteer Building Coordinator who has expressed a personnel need for someone to be placed in a certain school building.

The Volunteer Interview

Although a meeting of the Volunteer Services representative and prospective volunteer is obviously the most desirable interview situation, it is often more expedient to conduct the first interview over the phone. However, it is still advisable that a personal meeting be held at the school where the volunteer is to be placed or in the Volunteer Services Office before a final placement is actually made. Regardless of the interview situation, responsibility for interviewing volunteers rests with either the staff member or building coordinator representing the recruitment source (Central Office of individual building).

The purpose of this section is to provide the reader with the procedures necessary to conduct a worthwhile personal interview of the prospective volunteer. It is important to apply sound principles and techniques to interviewing applicants for volunteer services. When the interview is a purposeful and orderly conversation, the applicant can learn how to best serve the school

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with the time and skills he has to offer. On the other hand, the school learns the details of his availability, needs and interests. The result should be a rational and meaningful assignment for the volunteer.

Why Interview Prospective Volunteers?

Schools want to get the best in service from each of their volunteers. For this to occur, it is essential to know the volunteer's interests, talents and past experiences. Only by carefully interviewing the potential volunteer can this information be ascertained and appropriate placement of that volunteer be accomplished. During the interview, the volunteer can also gain valuable information which will be beneficial for making his decision concerning volunteer commitment, including:

- the purposes of the volunteer program
- the need for volunteer help
- the responsibilities involved in the various jobs within the volunteer program

By the conclusion of an effective interview, the interviewer will have become acquainted with the applicant (potential volunteer), made him feel needed, determined his abilities, identified what he wants to do and helped him understand the program. The interviewer will also have had an opportunity to evaluate the applicant's personality to determine how he will relate to others in the volunteer program.

In sum, a viable volunteer program must develop a comfortable and effective "intake mechanism" for volunteers. The use of application forms can be helpful but the personal interview is the most desirable placement procedure. The interviewing has two purposes:

- to provide the interviewer with as much information about the potential volunteer as possible
- to provide the interviewee with as much information about the volunteer opportunities as possible

Who Interviews Prospective Volunteers?

Interviews are usually conducted by the Volunteer Building Coordinator at the school level and by the staff member in charge of placement at the Central Office level. But other people can be trained to assist in the interviewing of volunteers. Regardless of who does the actual interviewing, this person has an important responsibility in the total Volunteer Personnel Operations and must be knowledgeable in the techniques of effective interviewing.

Once the interviewer is trained, he is ready to apply that knowledge in actual interview setting. Simply having the training tools does not assure success, however. There are certain qualities which the interviewer must have to be effective in his particular job. The first thing that the interviewer must do is to establish rapport with the potential volunteer. The volunteer will, then, be more comfortable supplying the information pertinent to placement. Once the interviewer has obtained the needed information, he can determine if the applicant can be placed immediately, if there is a possibility for future placement, or if a meaningful placement is unavailable. If the volunteer's interests and abilities don't fit within the scope of the school volunteer program, a tactful explanation and a possible referral to another agency should be offered.

The initial interview is a volunteer's first contact with the organization and this first impression often sets the tone for all subsequent activities. For this reason, a worthwhile interview is most important. To achieve this end, effective training for interviewers is necessary. The objectives of this kind of training include:

- conveying the relationship of the personal interview to all activities and programs of the Volunteer Services Organization
- conveying the importance of matching volunteer interests, skills and talents with requests for volunteer services
- providing useful techniques and information to interviewers to assure successful interviews
- developing interview skills by active participation in planned training activities

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During the training session, the interviewer should analyze his own feelings including:

- awareness of his opinions, convictions, preconceptions and attitudes
- awareness of what influences a good or bad first impression of the applicant (for example, education, appearance, grammar, religion, race, social status, demeanor) and the frequent fallibility of such an impression
- honesty in judging the applicant without letting pre-conceived notions influence the evaluation

Traits of a Good Interviewer

An Interviewer should try to be:

- courteous and understanding
- sensitive to others
- familiar with the philosophy and aims of the volunteer programs
- knowledgeable about all available volunteer jobs
- friendly and flexible
- honest with the applicant
- enthusiastic about school volunteerism and committed to the value of volunteer service
- patient and able to take time to listen
- aware of his own opinions, convictions and attitudes
- capable of going beyond first impressions
- knowledgeable about the program, school and personalities involved in a specific position
- professional in his attitude toward the appointment with an applicant
- able to keep the interview objectives in mind
- able to make questions meaningful
- able to weigh and evaluate the information received
- able to establish rapport with the applicant
- able to secure information about the applicant's abilities, interest and character
- able to give the applicant facts about the aims and functions of the program
- able to outline specific volunteer job requirements
- able to stimulate the applicant's desire to give service
- knowledgeable about the program, school and personalities involved in a specific position
- able to assess the best contribution the applicant can make to the program

Interview Procedures

Advance Preparation

To insure a meaningful and effective interview, an interviewer should take some time for advance preparation. The first thing that an interviewer will want to do is to look over the volunteer application, if available. The application briefs the interviewer on background, experience, abilities and his availability. The application can also help the interviewer note information that is unclear.

The interview should be scheduled at the applicant's convenience. Physical arrangements for conducting the interview should also be given consideration. A comfortable room setting that allows for privacy and lack of interruptions is mandatory.

The Application

1. Individual Application. Initial information can be secured through the use of an application form. It still might be necessary to obtain additional data from the applicant, though. Collection of additional information can be done during the interviews.

2. Group Application. When Clubs or Organizations apply for service projects as a group, it is helpful to supply a "Group Application Form." This method maintains the identity of the group even if the officers change or individual members are changed or substituted in order to carry out the group commitment. Of course, the nature of the assignment will determine when this policy of "substitution" is desirable.

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The Interview

An interview should always begin on time. The applicant may be apprehensive. Keeping him waiting can only lead to further anxiety. The first step is, then, to put the applicant at ease. To do this, an interviewer should greet the potential volunteer by name and introduce himself. Offering the applicant a comfortable chair, taking his coat, and offering coffee are just a few amenities that will help the applicant relax. An interviewer may control the conversation, but must remember not to take it over completely. An interview is designed to obtain information from the applicant, so questions should be structured to yield the desired responses. This can be accomplished by asking the applicant periodic open-ended questions as well as by encouraging him to speak freely and candidly.

To assimilate this information, the interviewer must listen and observe what is actually being said as well as how the applicant is saying it. Listening to vocal inflections and observing the applicant's gestures, expressions and demeanor will help determine how the applicant really thinks and feels no matter what he might be saying. Remember, when there is a pause in the conversation, don't be uncomfortable or impatient. The applicant is probably thinking over some point.

Although it is essential to lead the questioning and to follow the interview format, it is also just as vital to encourage the volunteer to ask questions during the course of the interview. The potential volunteer naturally will desire information regarding the volunteer program and must have the opportunity to ask as well as answer questions.

The applicant should be encouraged to talk about his reasons for wanting to do volunteer work, his feelings toward volunteer service and any specific interests he may have. It not only supplies essential clues to the suitability of the applicant, but also gives him a chance to get "settled" before supplying other information.

Throughout the interview, an interviewer will need to write down pertinent information on the interview schedule, making special note of the applicant's skills and experiences as well as his volunteer preference. The interviewer should discuss the applicant's preferences in relation to current needs and future possibilities for help. The applicant should be given a general picture of available volunteer assignments and the function of the schools where they're found. In this way, the applicant may discover an interest in a number of jobs other than the one he originally had in mind.

How much free time the applicant has in relation to home and business schedules and other responsibilities is also an important consideration. He should be told about the responsibilities of being a volunteer. Furthermore, the applicant should be made aware of the value his service will have for the school.

Before terminating the interview, the interviewer must make sure all needed information has been obtained, state how pleased he is with the applicant's interest in volunteering, assure the applicant that he will be contacted regarding the placement, and ask the applicant to encourage others possibly interested in volunteering to contact the volunteer organization.

In summary, the interviewer must be capable of evaluating the volunteer's skills and interests and match them with the needs of the volunteer program. In order to accomplish this objective, the interviewer must deal with the prospective volunteer on an individual basis.

Screening Volunteers

After the interview is completed, it is the interviewer's responsibility to decide whether the interests and needs of the volunteer can be met within the framework of the school's particular program and whether he will be an asset to the volunteer program and a help to students. Schools should not be required to accept the services of a volunteer who will himself need continuing staff attention and counseling beyond the usual orientation and supervisory relationship. After

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INTERVIEWER'S OUTLINE

I. Advance Preparation
   A. Review the Application Form
      1. There are indicators of the applicant's abilities, experiences, background, responsibilities, time available, etc.
      2. Make a list of all additional information needed or questions to clarify interests
      3. Know as much as possible about your applicant before the interview
   B. Make appointments well in advance
   C. Physical Arrangements
      1. Provide an adequate setting for the interview that assures privacy, comfort and quiet
      2. Allow enough time
      3. A business-like atmosphere

II. Conduct Interview
   A. Open the Interview
      1. The interview establishes pleasant associations by
         a. showing the applicant into the office
         b. greeting applicant pleasantly and introducing self and referring to applicant by name
         c. putting applicant at ease by
            (1) offering a chair
            (2) taking a coat
            (3) offering a cup of coffee
            (4) smiling
            (5) stating how happy you are that the applicant is considering volunteer work
   B. 1. The interviewer listens and observes
         a. gestures, postures, spoken words, expressions, inflections
         b. any general behavior which may indicate some meaning in the communication situation
      2. The interviewer controls the conversation by
         a. avoiding extended tangents of talking
         b. avoiding disturbing topics and harangues
         c. guiding the questions toward the information needed
      3. The interviewer gathers specific data by
         a. carefully following questions in interview schedule
         b. listing special skills and experiences according to code listing in the office
         c. filling out information of work or volunteer experiences
         d. determining preferred volunteer service – using office listing of volunteer services code
         e. listing areas of great need
      4. The interviewer shares information and materials about school volunteer program with the applicant
   C. Close the Interview – Time Interview: 30 minutes
      1. Complete the interview when you have all the information you need
      2. State how happy you are the applicant is interested
      3. Tell interviewee to call if there is any problem with placement
      4. Ask volunteer to encourage others who may be interested to call
      5. State that the volunteer will be notified as to placement
      6. Express gratitude for interest in the program

III. Appraise Interview
   A. Has your interview accomplished what is needed?
      1. Obtain information from the volunteer which will provide a basis for referral
      2. Inform the volunteer of possible jobs for which he is qualified
      3. Arrive at an understanding with the volunteer concerning his most useful qualifications
      4. Acquaint the volunteer with the responsibilities of accepting volunteer work
      5. Give the volunteer a sense of his worth and the importance of his service
      6. Lay the foundation of a satisfying work experience for the volunteer

   B. Does the room where you'll be interviewing have a physical setting conductive to a good interview?
      1. Comfortable seating, adequate space
      2. Privacy and quiet
      3. Sufficient amount of time free from interruption (If some interruptions are unavoidable, does the interviewer give some explanation?)
      4. Business-like but informal atmosphere
   C. Do you display the certain important qualities during the interview?
      1. Courteous ability ot put people at ease
      2. Sympathetic and understanding manner
      3. Imagination and enthusiasm in finding the niche for the volunteer who does not readily suggest possibilities
      4. Willingness to learn about all types of volunteer services
      5. Conviction that volunteer services is a true expression of democracy in which every citizen has a place
   D. Do you know how to meet difficult situations?
      1. The volunteer is irritable, emotional, overbearing, demanding, timid or inarticulate
      2. The volunteer has his heart set on a type of work for which he does not possess the necessary qualifications
      3. It is necessary to divert the volunteer into a different type of work
      4. The volunteer previously had an unsatisfactory referral
      5. The volunteer has failed repeatedly on assignments, but still insists he wants volunteer work
      6. The volunteer objects to being interviewed, or filling out a form, and yet still wants a volunteer job

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E. Do you feel that you have conducted the interview adequately?
1. The volunteer received a pleasant, courteous greeting from you and immediately felt that his offer of service was needed and appreciated
2. You gave the volunteer an opportunity to say how he learned of you and what type of work he wanted. He was permitted to talk freely. (If this is encouraged, the volunteer will reveal the answers to many questions without being asked and will give the interviewer many good leads.
3. You listened well. You made the volunteer feel your interest in him. Your mannerisms encouraged, rather than discouraged, the voluntary flow of information
4. The interview created a mutual sharing of the registration job and not an inquisition
5. The volunteer's qualifications were discussed frankly and fully in a positive way
6. You made a mental note of personal impressions of the volunteer: appearance, manner, speaking voice, attitude toward work
7. You helped the volunteer to understand that in accepting volunteer work he is not casually filling a few hours of leisure time but is taking on some real responsibilities
8. The volunteer left the office feeling good about the whole thing and with a sense that something interesting and worthwhile lies ahead

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all, the rationale for seeking volunteers is to acquire additional assistance in educating students – not to create situations which take up valuable staff time.

The following suggestions of possible qualifications need to be considered for each assignment. For convenience and clarity, they are divided into two broad groupings.

General Qualifications

- A constructive attitude toward helping and/or working with people.
- Reliability and a sense of responsibility.
- Initiative and willingness to exert effort on behalf of the work undertaken.
- Flexibility and adaptability to change and growth.

Specific Qualifications

- Sufficient time available. How much? How often? For how long?
- Physical, mental and emotional stability commensurate with job assignment.
- Personal interest in assignment.
- Experience in field of work undertaken.
- Knowledge of required skills or techniques.
- Awareness of or sensitivity toward need for suitable attire.
- Have time and a willingness to serve.
- Be a friendly, reliable, flexible person.
- Have an interest in children and a desire to work with them.
- Have a good professional attitude, interest and enthusiasm for working with young people.
- Have ability to work cooperatively with school personnel.
- Have good health.
- Have adequate communication skills. (An important exception to this qualification is the volunteer who, though he may know very little English, can converse with a non-English speaking student in his own language, making the school environment more understandable.)
- Feel a deep obligation as a citizen to support and help the schools in educating each child to his capacity.
- Already have – or be willing to acquire – skills that are needed in the schools.
- Have talents that can enrich the school program.

Motivation

Regardless of the specific qualifications of an applicant, his value as a volunteer is dependent to a large degree upon his motivation. Why is he offering to contribute time, effort or material goods? What satisfactions does he seek? What are his psychological needs?

As was mentioned previously, it is difficult to determine if there's any difference between the expressed motive of the applicant and his real motive. Verbalized motives may actually be the person's perception of what motives are expected by the organization, the motives the person believes he holds, or the real motives. In many cases though, the latter is even unrecognized by the individual himself.

Among the positive and negative reasons for volunteering are:

- Selfless sensitivity to human need – regard for individual worth and dignity.
- Sense of duty, or moral responsibility.

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- Family or social expectations.
- Revolt against injustice, inequity, suffering.
- Opportunity to advance in the esteem of others.
- Restlessness – the search for something new.
- Sense of guilt – personal or social.
- Sense of personal inadequacy, inferiority.
- Boredom with life, with family.
- Morbid curiosity – search for sensationalism.
- Attempt to understand self, through work with professionals.

Placing Volunteers

Volunteer placement occurs after a volunteer has filled out an application and has been interviewed, and after the interviewer has analyzed the interests and abilities of the volunteer to provide service. This represents the screening process. The total placement procedure includes:

- Matching volunteer needs with the needs of a teacher.
- Assigning the volunteer according to the job to be done and the volunteer's preference, time and location.
- Confirming volunteer placement with notification sent to both volunteer and teacher.
- Scheduling a meeting between the volunteer and teacher.

Categories for Volunteer Placement

In general, volunteers are placed in one of three service categories.

1. On-Going Volunteer Programs. These volunteers have elected to work in the school on a continuing basis at a regularly scheduled time. Orientation and training experiences are important to these people who, because of their ongoing commitment, should expect to grow in the volunteer field.

2. Special Volunteer Projects. These neighborhood volunteers are recruited on an emergency or special need basis to accomplish given tasks in a limited time frame. They may be asked to assist with activities such as a newsletter mailing, bake sales, special school programs or field trips. Obviously, since the commitment is not ongoing, either limited or on-the-spot orientation and training are all that is required.

3. Community Resources Volunteers. These volunteers are on call to fill requests for their special presentations. These may be single lecture/demonstrations or mini-courses about the volunteers' special interest, hobby or profession. Some orientation to any particular topic is of little value since Community Resource Volunteers visit many different schools. Requests for speakers and/or mini-courses are referred to Volunteer Personnel Operations (Community Resource Coordinator) by the teacher requesting the service. Recruitment, placement and record-keeping services are handled by the Volunteer Personnel Operations' Community Resource Coordinator.

Guidelines for Placement

Placing a volunteer consists of matching the need (as requested by professional staff) to the interests and talents of the interviewed, prospective volunteer. The person in charge of assigning volunteers to appropriate activities should make every attempt to place a volunteer as soon as possible. Enthusiasm can't be maintained forever and the program is losing hours of volunteer time if placement is delayed. If there are legitimate delays, the coordinator must be certain to explain these to the volunteer.

When a request for volunteer service is received, one of the following situations will occur:

- the interests and talents of the volunteer applicant match a specific request for a volunteer.
- the interests and talents of the volunteer applicant do not match any requests but the person is placed in another field or area.
- the interests and talents of the volunteer are not appropriate and the applicant is not placed.

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Hopefully, the first situation occurs and the volunteer accepts the assigned job. If the placement decision is different from what the volunteer *had initially* desired but more suitable to his abilities or the type of request made, the volunteer is usually satisfied with the placement. A difficulty occurs when a prospective volunteer cannot be placed. A gift of free time and help was offered and this gift was rejected. If the volunteer is disappointed, he may express this anxiety by directing some hostility or even anger at the coordinator of the program. He may even feel depressed because he feels inadequate. Or he may feel relieved after realizing the placement he desired was not available.

These personal difficulties may be overcome by explaining the decision courteously, being honest, emphasizing the strengths of the volunteer, discussing other ways a volunteer may help and by referring him to a social service agency for assistance. When placement has been completed, the volunteer should then be introduced to the staff and other volunteers and arrangements should be made for his orientation and training.

Procedures for Placement

The total placement process includes a volunteer application, a personal interview with the potential volunteer, a screening of the volunteer interests, talents, and abilities, a formal request for volunteers sent by teachers to the Volunteer Building Coordinator and finally, matching the volunteer with the request. After this placement procedure is complete, when and how the volunteer will be oriented and trained must be determined.

A volunteer may be assigned to attend area-wide orientation for volunteers and/or may be introduced to the school principal, Staff Coordinator or teacher for an individual school orientation. When these decisions are made, a Placement Form is filled out which includes the volunteer's time schedule, the professional staff person in charge, the name and location of the school, and when and where the volunteer is to be oriented and trained.

It is only after this form is completed and stapled to the interview schedule that it is sent to the Volunteer Personnel Operations at the Volunteer Services Organization. The Volunteer Personnel Operations then processes this information in the appropriate manner.

1. Volunteer Placement Notification

   Volunteer Building Coordinator telephones and volunteer to discuss details of the proposed assignment to see whether it is acceptable.

   Volunteer Building Coordinator mails assignment card, which includes:

   - assignment description.
   - notification of scheduled orientation.
   - assigned volunteer hours.
   - time to report for first visit.
   - where to report including location of school.
   - office or place to report.
   - person to see.

2. Staff Notification Procedure

   Volunteer Building Coordinator relates to the school personnel receiving the services of the volunteer:

   - volunteer's assignment including tasks and activities.
   - volunteer's name.
   - volunteer's assigned hours.
   - volunteer's initial arrival time.

Building volunteer personnel operations assigns local recruited volunteers and forwards a master list to Central Volunteer Personnel Operations for the record. Volunteer Personnel Operations refers centrally recruited volunteers to building volunteer personnel operations for placement. Because needs for these volunteers are generally immediate and specific at the school building level, the recruitment and placement are usually informal procedures which are handled by the Volunteer Building Coordinator. Care must be taken, though, that the volunteer services

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rendered in response to special needs is recorded in the school report forms so that the data is available to Volunteer Personnel Operations later on.

The Volunteer Program Operations receives requests for volunteers from schools via the Volunteer Building Coordinator, the Central office school administrators, or directly from teachers desiring Community Resource volunteers, mini-programs or field trips.

The Volunteer Personnel Operations receives applications from volunteers over the phone. They may come as a result of Speakers' Bureau activities, media publicity, or a volunteer wishing to be transferred to a new school or program. The latter is filtered through the Volunteer Building Coordinator.

To record these two areas of activity – request for volunteers and applications from volunteers – manila folders, a large index file, or a notebook (sub-divided by school and containing a description of each program being implemented in each school) can be employed by the Volunteer Personnel Operations. The master file or notebook should be indexed by volunteer program categories (Tutoring, Library, etc.) with schools listed under each program they are able to provide.

The Importance of Appropriate Placement

Careful assignment of volunteers to jobs consistent with their talents, interests, and capabilities maximizes the enrichment possibilities for both schools and students and, as important, it provides opportunities for the kind of personal satisfaction essential for continued volunteer participation.

The Re-Interview

The re-interviewing of an assigned volunteer or a prospective volunteer may be justified under certain circumstances.

- application form is incomplete for specified purposes.
- need for additional information.
- volunteer assignment requires more interpretation.
- applicant has re-considered his "specific interests."
- applicant failed to report for his assignment of orientation session.
- upon request of the supervisor or the volunteer.
- volunteer is dissatisfied with placement and wishes to have a change in assignment.

RECOGNITION AND RETENTION OF VOLUNTEERS

Meaningful recognition and actual retention of volunteers serving in school programs is related to those relationships established between volunteers, the schools and the Volunteer Services Organization. If a volunteer is properly placed, trained and recognized, the volunteer will want to continue with the school volunteer program. In addition, the volunteer will probably share his experience with his acquaintances, making them aware of the satisfactions of being a volunteer. In effect, he will be assisting in volunteer recruiting.

Plans for recognition and retention of volunteers are often minimized in the total planning and implementation of volunteer services. Both, however, are extremely important to the continued success of established volunteer programs. The principal can help here. If nothing else, remembering the volunteer's name and greeting him in the hall is very rewarding and may encourage the volunteer to continue donating the gift of time and talent.

Planned recognition programs are also rewarding for volunteers but perhaps the most meaningful recognition is the personal "thank you" from the teacher and children served. Sincere appreciation is important and should be given both publicly and privately. If the volunteer is helping and is doing a good job, say so. Simple words of thanks are very meaningful and necessary for volunteers.

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In addition to the positive, continuous reinforcement and a growing, mutual respect between teacher and volunteer, the Volunteer Services Organization can also assist in continuous recognition efforts with:

- Newsletters to volunteers and teachers spotlighting the unique, the positive, the interesting volunteer activities.
- Name tags, badges or smocks to identify volunteers.
- Formal recognition programs, banquets, coffees, teas, receptions.
- Achievement certificates.

Expressions of admiration or approval are vital for most volunteers. Recognition gives the volunteer a sense of security and belonging and it certainly prods their desire to "stay on." Volunteers, like any of us, want to know they are important.

Many kinds of recognition, activities or devices can be planned but regardless which kinds are employed, recognition of the volunteer's services should come naturally and sincerely from the professional staff. Although volunteers appreciate recognition functions and certificates, consistent expression of thanks, nods of approval, or gentle touches on the shoulder often have a deeper effect than pieces of paper or appreciation banquets. Since the staff has the responsibility for recognizing volunteers, orientation programs for professional staff should stress the importance of making this event sincere and meaningful.

The recognition process is an important part of the public relations of volunteerism. Some ways of giving recognition are:

- Personal praise of the volunteer on the job.
- Letters and postcards of thanks.
- Asking advice of the volunteer – especially effective when the advice is followed!
- Identification – uniforms, pins, badges, so that others may recognize them (this is also good for recruitment).
- Recognition of a special contribution by a volunteer.
- Giving the volunteer a more complex assignment.
- Telling the committees and board about a volunteer's work.
- Newspaper publicity and pictures.
- Special event award meetings.
- Social reception of new volunteers to meet staff, other volunteers, students and parents.
- Weekly or monthly recognition events, including brunch, lunch, dinner, gourmet parties, dessert parties, picnics, teas, or coffee klatches.
- Monies available for volunteers to pay for gas and lunch.
- Insurance for volunteers.
- Bulletin boards displaying volunteers' and students' works in school and in places such as banks, stores, libraries, or store windows.
- Certificates, plaques, pins or trophies.
- Awards made by children (metal awards, silver foil awards, bookmarks).

Promoting volunteers is also a means of recognition. A school volunteer program should provide opportunities for the advancement of volunteers into more responsible positions. It should continue to offer the volunteer added responsibility and expanded experiences. If a volunteer is willing and able to take on new responsibilities, additional administrative volunteer opportunities should be offered. Allowing a volunteer to grow and take on new tasks eliminates job monotony. And it is certainly vital to continued renewal of the volunteer's interest in and commitment to both the school and the volunteer program.

A recognition event can be a memorable occasion if it is carefully planned. Knowing how to pre-plan, understanding basic planning steps and assigning duties to responsible chairmen are important. A planning committee should be organized to:

- Determine the type of event
  Reception
  Pot Luck Dinner

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Teas
Coffees
Auditorium Programs
Brunch or Lunch with the Supervisor
Classroom Party
Tea with Parents
Dinner with Teachers
Faculty Party
Family Fun Day
Picnics

- Decide date, time and place of event
- Create theme or title – make it brief and catchy
- Decide admission price, if any
- Select sub-chairmen
  - Hospitality
  - Publicity – pre and post
  - Invitations
  - Telephoning
  - Mailing
  - Seating
  - Program Planning
  - Decorations
  - Appraisal
  - Awards
- Send "thank you's" to all who worked on an event
- Prepare a report on all stages and functions

Retention of Volunteers

Retention of volunteers is the best form of volunteer recruitment. The purpose of retention is to maintain a group of trained, capable volunteers who can help to assure a measure of continuity in the school volunteer program. If the needs of the volunteers have been considered throughout the development of the volunteer program and if the volunteer experience has been meaningful and positive – retention is almost assured.

Volunteers want to do things that are important, meaningful and relevant. They want to be involved and perform duties that match their abilities. So to be successful, the school volunteer program must meet both the needs of the volunteer and the needs of the school.

Volunteers want:

- Opportunities for advancement.
- Comfortable environment.
- Access to needed materials.
- Job descriptions.
- Adequate training.

Enthusiasm is infectious. If volunteers have a feeling of accomplishment and if they are told by others that they are really helping, they will feel secure and needed and will want to continue to serve. But if the school volunteer program does not fulfill the volunteer's needs or appear to provide a service which is vitally needed, the school will likely lose the services of the volunteer.

Why do so many volunteers drop out? At a VIE Regional Workshop presented in 1971 by the Des Moines Area Community College's Project Motivate, participants gave these reasons:

- Poor placement.
- Lack of supervision.
- No guarantee that the volunteer's participatation would be effective.
- Long range potential wasn't utilized.
- Opportunities for personal growth were curtailed.
- Time, talent and skills were not utilized in a useful way.
- Job ladders were not encouraged – a volunteer who has done an excellent job should be given the opportunity to move up, to become, perhaps, a trainer of other volunteers.

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Various measures can be taken to combat the above situations which lead to volunteers dropping out. They include:

- Adequate screening techniques.
- Open communication channels.
- Appropriate evaluation and modification procedures.
- Meaningful utilization of volunteers.

Volunteer services systems must relate to individual volunteers. There also must be a dynamic relationship between the components of the system – public relations, promotion, publicity, recruitment, interviewing, screening, placement, recognition and retention.

Retention (the maintenance of volunteer interest and commitment) is dependent upon the other components such as meaningful recognition, effective placement and informative and cordial public relations.

And so it goes. Each component is dependent upon the others and the success of each is dependent on the effective implementation of all.

LEADERSHIP AND THE VOLUNTEER

It has been the observation of the project staff throughout its three years that volunteerism in public education has great potential and is often a very significant factor in stitutional change. But usually the word "volunteer" is only considered in regard to the individual working with a student, conducting a bake sale, or monitoring the lunchroom or playground. This is too narrow a description. Instead, a volunteer might be described as an individual capable of seeing what could be and working toward that end without any other pay but the great personal satisfaction and growth drawn from the activities.

Given the information about leadership that will follow, it might seem that leadership and volunteerism are mutually exclusive. Yet we know that is not the case – we have seen organizations whose real leadership comes from the administrative volunteers. We offer this information to dramatize how vital the development of volunteer leaders must be for an effective volunteer services system.

When one leads, one analyzes the situation and makes a decision. Decisions have both costs and benefits. When the decision allows creativity and innovation, it limits the amount of standardization one can set for an activity. If individuality is sought, then consistency is often lost. If freedom is the foremost value, then control is abandoned. It is impossible to promote both flexibility and predictability as a leader in any given situation.

Volunteers, generally, are volunteers so that they can be creative, innovative, individualistic and flexible. It is exactly these qualities that are so vital to any organization tending to standardize, make consistent, control, or presume predictability.

Leadership is often associated with power – the ability to get someone else to do something that he would not otherwise have done. Long ago volunteers recognized that they do have power if they move collectively on an issue or towards a designated end. The authority to seek change is another issue.

The normal devices for transferring power into authority are the traditional positions, such as the parent to child, the actual occupation of a top position, or the charismatic qualities of the individual. For the most part, these examples leave the volunteer out. The volunteer may be a parent but the Volunteer Services Office or the school institution is certainly not the child. The volunteer is not normally in a position of authority; this usually denotes a paid position. Although the volunteer may be charismatic, a single individual is unable to change an institution unless he also occupies a position of authority.

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Then, to compound the difficulty of becoming both a leader and a volunteer, certain qualities are necessary for leadership:

- the ability to motivate people
- adaptability
- availability
- willingness to take risks
- ability to synthesize ideas
- self-confidence
- problem-solving capabilities
- ability to listen and ask penetrating questions
- expertise on the subject under consideration.

This is a fairly tall order for most people and not considered as necessarily essential for volunteers in general.

The study of leadership has changed greatly since the 1940's At that time, people believed that good leaders had certain traits that distinguished them from bad leaders. This trait theory was never proven because the traits, quite simply, were never isolated. In other words, the traits of one leader were not those of another.

During the 1950's, behavioral scientists investigated training for behavioral change. It followed that if behaviors of leaders could be identified and isolated, others could be trained to behave like them. Again, though, no behaviors could be traced.

This dilemna has led to the recent situational theory of leadership in the 1970's. The theory states that there are two variables – the situation and the leader. How these two relate is the key. Different types of behavior are necessary in different situations. Conversely, a leader cannot use the same behavior in every situation and expect to be effective or, for that matter, to even remain a leader.

Under this theory, there are four rules of leader behavior:

- It pays to be considerate.
- Structure is critical in time situations.
- Different situations require different leader behavior. (If the leader does not change, he becomes obsolete.)
- Structure is needed where there is one central source of information.

To extend this to group leadership, the effectiveness of group participation is dependent upon the quality and acceptance of the leader by the group. Increased participation in turn increases the acceptance of the plan, the action and the decisions made.

A leader in a group or organization must be able to perform certain functions, all of which fall under two general headings – the ability to deal with people and the ability to get things done. The latter, ability to get things done, includes analyzing, organizing, and administering. Dealing with people assumes the ability to motivate, communicate, and mediate. These terms, interestingly enough, can be found in most management texts. But the difference between management and leadership is relevant, especially with reference to the volunteer and the voluntary organization.

A manager within a bureaucratic organization is in a pivotal position. He looks to the organizational hierarchy for goals and objectives, defines his own areas of responsibility, then with his subordinates, plans, directs and controls their activities to achieve or exceed the manager's area of responsibility. So in order to lead, one must first have the abilities of a manager.

Yet a manager is more often than not in a position within an organization that blocks his ability to promote change. This is not the case for a leader, especially the volunteer. The volunteer is not confined by the organization. But he does participate if there is flexibility and

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capacity for personal growth. Furthermore, the volunteer is not hampered by structure. He probably sees the organizational limitations with the idea to promote organizational growth. If a volunteer is allowed to use his fullest potential – if he is part of both the decision-making and work levels of the organization – then he will become involved and volunteer involvement is the program success.

The volunteer/leader does not come to an organization hampered by tradition, dependent upon handbooks or "canned" programs. As Dr. William Koch wrote in Adult Leadership:

> Rather, intelligent leadership seeks to gain its own experience and to learn about the real life problems at hand. It tries to understand the basic nature of the problems, to distinguish between causes and effects, and to assess the extent to which the problems can be resolved through human action. Intelligent leadership does not hold doggedly to a given path of action just because the path was initially chosen. Rather, intelligent leadership looks for logical alternative solutions, tests them out in thought and/or action, and does not hesitate to change plans as experience indicates a better way.

The volunteer leader seeks new ways of alleviating old problems. It is becoming increasingly obvious that individuals are not maintaining traditions merely to uphold them, nor perfecting structures merely to preserve them. They are more interested in expanding their knowledge, alleviating the causes of problems, and performing tasks that are meaningful and of consequence.

The volunteer is uniquely qualified for organizational leadership. Being free from the constraints of tradition, the volunteer readily spots potential problems and seeks to involve others in discussing and solving them.

Leadership and volunteerism are in no way mutually exclusive. To volunteer means to care, to provide a service to fellow human beings. No quality is more essential for leadership.

A leader is not only capable of working with people and getting things done, but is also able to imagine what could be for both the organization and the people that organization serves. In other words, with leadership comes skills and vision.

Applied to a specific situation or the organizational environment, a volunteer leader behaves in an appropriate fashion to achieve new levels of understanding and competence.

And if the services of volunteers in education are perceived to be valid and valuable, then these services will affect the education of students. Volunteers who fill leadership roles in a school volunteer organization perceive this to be true and use their creativity and intelligence to see that this end is attained.

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CHAPTER THREE

MANAGEMENT: TOOLS OF THE VOLUNTEER SERVICES SYSTEM

Decision-Making/Problem Solving

Cost/Benefit Analysis

Scheduling

Volunteer Program Development

Information/Evaluation

Volunteer Training

Professional Staff Orientation

Volunteer Program Resourse Library

Fund Raising

MANAGEMENT: TOOLS OF THE VOLUNTEER SERVICES SYSTEM

DECISION-MAKING/PROBLEM SOLVING

Decision-making denotes the act of making a judgment about a course of action. The act of making a decision occurs at a specific point. If an administrator has pertinent and timely information as well as appropriate experience, the decision will probably be a good one. If the information is neither timely nor pertinent and the administrator lacks experience, the decision will probably be bad.

With specific reference to decision-making, then, an administrator will consistently fail if the necessary knowledge or information is not pertinent, appropriate, complete, accurate, and up-to-the-minute. Further, unless the administrator has the personal experience or ability – or at least finds someone who does – the probability of failure is again high.

Administrators of volunteer services systems can improve their ability to make decisions throughout the planning, preparation, implementation, and review and renew activities. One's ability to make sound judgments can easily be assessed in the following example adapted from Raymond O. Loen in Manage More By Doing Less.

> Suppose that Delores Jones, one of your key administrative volunteers, has just called to say she will no longer be able to volunteer for the school volunteer program and will be volunteering for another organization. Assuming that Delores has duties and responsibilities vital to the organization, which of the following choices is the best statement of the problem(s) the administrator faces?
> A) How can I get Delores to change her mind about leaving?
> B) How shall I fill the position that Delores held?
> C) How can I reassign the duties and responsibilities that Delores had?
> D) How can I get Delores to stay with our organization even if she doesn't go back to the same position?

The decision in any situation depends upon the definition of the problem. A common trap is stating the solution in the problem definition, such as in A, B, and C above. Choice D defines a problem, but overlooks the need to solve the problem of handling the duties and responsibilities that Delores had. This example yields two questions: (1) How shall I see that the duties and responsibilities that Delores had are carried out, and (2) How can I convince Delores to continue to volunteer with the school volunteer organization.

The ability to make good decisions depends on systematic thinking and following certain procedures. These procedures are most often identified by the phrase "problem-solving."

Problem-solving is a process by which an individual or a group initially defines a problem that follows the selected solution through implementation. To do this, ten steps are required:

Step 1: Identify the Problem.
Step 2: Quantify the Problem.
Step 3: Identify Causes of the Problem.
Step 4: List Alternative Solutions.
Step 5: Select Bet Potential Solution.
Step 6: Test Selected Solution.
Step 7: Determine Program Goal.
Step 8: Develop Specific, Measurable Objectives.
Step 9: Design and Develop the Program.
Step 10: Implement, Monitor and Evaluate the Program.

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There are certain necessary assumptions preceding problem-solving:

1. Those people who have been affected by the problem and/or who will be involved in either its solution or implementation must be part of the problem-solving process.

For example, professional staff and/or Volunteer Building Coordinators are recruiting volunteers at the local level. At the same time, volunteers are being recruited from the Central Volunteer Office (see chapter two). A variety of problems may be identified here such as a lack of coordinated recruiting efforts, duplication of efforts, conflicting information and confusion as to placement procedures. Whatever the problem(s), all those involved must be involved in all stages of the problem-solving process. If not, the problem may not be defined accurately; a problem may be misperceived, a decision by one group may be viewed suspiciously by another, or one group may not help implement the solution defined by the other group. Total involvement by those affected is mandatory.

2. Decisions should be shared and delegated.

Some decisions are much more important than others, yet some administrators spend more time deciding on their organizational logo than on their annual objectives. Decisions are very important, important or unimportant. The impact of decisions is very significant, significant or insignificant.

As Loen puts it:

> Very important decisions are those that you make to develop major policies, set organizational objectives, develop organization structure, and staff key positions. Important decisions are those that you make to set secondary objectives, develop minor policies, develop non-critical procedures, and staff for minor positions. Unimportant decisions are those that you make to purchase inexpensive equipment, control the usage of inexpensive supplies, handle daily volunteer placement procedures, and enforce minor rules for housekeeping. Obviously, you should try to delegate any insignificant decisions that you now make.

Shared decision-making recognizes the fact that people contribute more to organizations when they have a "piece of the action." Being someone else's pawn on a chess board in no way allows people to develop to their fullest potential. This same assumption about problem-solving applies to the organization's client – in this case, students and teachers. Doing something for teachers or students may provide a useful service, but doing something with them bestows meaning and dignity to those involved and to the ultimate accomplishment. Decisions should be made at all levels. Determining what forms to use at a school building is based on information from all levels, plus the amount of time and assessment of need specifically at the school level. In other words, all levels should be involved in this decision. The administrator of the Volunteer Services System determines information needs for the entire organization. The Central Office and the schools will have their needs and constraints. And those people recording the raw data have their experience and constraints too. Failure to convene representatives from each level will assure additional problems later.

Other problems need not be so complex. For example, how do we identify someone in a school building as a volunteer? Should this be decided at each school or should identification be consistent throughout a school system? For the former, the Central Volunteer Office doesn't need to be involved. For the latter, other questions arise. Should volunteers be armed with budgetary information provided by the Central Office to make their decisions, or should there be a "top-down" approach with no volunteer participation? Without this type of conscious thought, more problems will occur later.

3. Problem solving is both a rational and emotional process.

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Although the logical progression through the ten step procedure is vital, the subjective feelings of those involved in the process are also important. Feelings should be expressed and dealt with when they are relevant to the problem-solving process. To assure that feelings are considered, the group leaders must see that the group is:

- dealing with one issue at a time.
- defining the problem so that all accept.
- listening to opposing viewpoints.
- showing that they hear and understand, even if they don't agree.
- sharing their feelings about issues, as well as ideas.
- considering alternative solutions to problems.
- attempting to reach group concensus on present action and planned steps.

4. The group leader/facilitator understands the process and is capable of facilitating group action.

The leader should be able to identify the situation and behave appropriately. Therefore, the leader role is determined by the situation (including interpersonal relations within a group, the characteristics and capabilities of the group, the individual characteristics and cultures of group members, and the task or demands on the group). As the situation changes, either the leader must adapt or the leadership must change. The shifting of roles within a group is not only necessary but healthy for effective group maintenance.

5. The problem-solving process should occur in an orderly, step-by-step fashion.

The ten-step process has already been outlined. Many authors combine or separate these steps as they see fit. The ten steps as outlined here fall comfortably into the Volunteer Management System model:

A. What Can We Do?
   - Identify the Problem.
   - Quantify the Problem.
   - Identify Causes of the Problem.

B. How Can We Do It?
   - List Alternative Solutions.
   - Select Best Potential Solution.
   - Test Selected Solution.
   - Determine Program Goal.
   - Develop Specific Measurable Objectives.
   - Design and Develop the Program.

C. How Are We Doing?
   - Implement and Monitor the Program.

D. How Did We Do?
   - Evaluate the Program.

Since the problem-solving process can be applied to virtually every situation, a series of questions are listed for group use. A periodic review of the questions by the group is both useful and advisable.

REVIEW QUESTIONS FOR GROUP PROBLEM-SOLVING

STEP ONE: Identify the Problem.

- What are we really trying to accomplish?
- What has happened that can have a negative effect on what we are trying to accomplish?
- Who is affected?
- Do we feel the problem is very important, important, unimportant?
- Is the problem clear and unbiased?
- Is there a solution implied in the statement of the problem?
- Is there pertinent, appropriate, complete, accurate and up-to-the-minute information on hand for use in this problem-solving situation?
- Were all group members actively involved in the identification of the problem?

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STEP TWO: Quantify the Problem.

- How many people are involved?
- What is likely to happen if problem is not solved?
- What proportion or percentage of total population is involved?
- How relevant is this problem to organizational goals?
- To what extent are people or outcomes being affected?
- How often does the problem occur?
- Can the problem be described quantifiably: numbers, amounts, occurrences, percentages?

STEP THREE: Identify the Causes of the Problem.

- What happened? To Whom? Why?
- What are the possible causes?
- Are we dealing with the ultimate cause or the rippling effects?
- Does the problem have multiple, separate causes or is the problem itself a series of multiple, separate problems?
- Can we identify, locate and describe the cause of the problem?
- Are there reports, records or manuals that we should review?
- Who has solved a similar problem in the past?
- What are the possible causes and solutions as suggested by those affected?

STEP FOUR: List Alternative Solutions

- Were all the possible solutions conceivably applicable to the problem generated?
- Did anyone register judgment or evaluation as possible solutions were being generated?
- Did the group use the best procedure for the generation of possible solutions?
- Were the possible solutions clearly written out on a board or easel for all to review later?

STEP FIVE: Select Best Possible Solution.

- What is the simplest solution?
- What are likely reactions to the solution?
- What could go wrong?
- Should there be both short and long-range solutions?
- What are the consequences of this solution?
- Does the solution fit the organizational goals?
- Is the solution appropriate in light of cost, time, resources, risk, support and acceptability?
- Did we consider each alternative solution from Step Four adequately before discarding it?
- To what extent did group members build on each other's ideas or combine ideas for solving the problem?
- To what extent were the resources and experiences of group members utilized during this Step?

STEP SIX: Test Selected Solution

- Can the solution be tested?
- How long will the test take? Is there sufficient time?
- What information do we need from the test?
- Will be be able to prove anything from a sample text? Isolated situation?
- Who is responsible for conducting the test or opinion survey test?

STEP SEVEN: Determine Program Goals

- Does the selected solution fall within organizational goals?
- What acceptance is needed within and outside of the organization?
- Will new goals have to be written?
- Who needs to be contacted?
- What should be put in writing?

STEPS EIGHT AND NINE: Develop Specific, Measurable Objectives and Design the Program

- Can the selected solution be written as a measurable objective?
- Who is responsible for carrying out the solution?
- What are the time-lines?
- Are specific action steps identified?
- Did the group identify the various positive and negative forces that may help or hinder the action plan?
- Was a plan established for reviewing if the selected solution really solved the problem?
- Was it clear who will follow up on this?
- Was a time-line for review set?

STEP TEN: Implement, Monitor and Evaluate the Program

- What are the immediate reactions and results?
- Are there unforeseen problems.
- Does solution need revision?
- What reporting of results is required?
- Did the selected solution solve the problem?

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To summarize, decision-making and problem-solving call for arduous, systematic thinking. It is not simple but it is necessary. To assure good decisions, determine if the decision is necessary, that the right problem has been identified, and that the leader behavior and problem-solving method fits the problem. Then, of course, there are always those bad decisions. Once identified, admit them and correct them. Acknowledging incorrect judgment and accepting criticism is never easy. It is, however, the key to the elimination of self-defeating behavior and the ultimate means for organizational growth.

COST/BENEFIT ANALYSIS

by

CHARLES H. PERRINE *

Management of a Volunteer Services Organization includes the need to deal effectively with budgeting and accounting practices. An administrator of a Volunteer Services Organization can help an organization become more effective with the use of sound budgeting procedures.

Often an administrator is unconvinced of this or in many instances, unaware. This occurs because normally the personal interests and background of an administrator of a Volunteer Services Organization derives from either education or volunteer careers or the combination. Unlike those in business whose primary concern is making money, the Volunteer Services Organization administrator's primary interest is with the educational volunteer. Often, too, their interest may be directed more toward the goals of the Volunteer Services Organization rather than the effective methods to achieve these goals.

Volunteer Services Organizations that are effective have budgets that represent the thinking and needs of a number of diverse groups within the organization and a final statement that clearly indicates the ratio between monies spent and effectiveness of those monies in terms of numbers of volunteers, of volunteer hours, or of pupils.

Effective programs should ultimately prove their success in terms of dollars and cents. Board of Education members understand this and school volunteer programs need this to determine their long-range plans. School systems are facing spiralling costs and programs found to be extraneous within the system are being consistently cut, if not eliminated. The simple fact is a Volunteer Services Organization must be able to prove its worth. If it does not or cannot do this through sound program evaluation and a factual comparision of costs versus benefits, monies will increasingly dwindle and goals will increasingly be more difficult to achieve. The growing problem of operation effectively with lessening financial resources is attuned to the proverbial snowball speeding faster and growing larger as it races to its ultimate disintegration.

This ominous picture can easily be prevented by an administrator of a Volunteer Services Organization having control of costs. Costs for a Volunteer Services Organization may best be controlled through attention to four basic areas:

1) Budgeting
2) Accounting – Accumulating actual costs.
3) Comparing actual costs to budget.
4) Comparing cost to benefits.

The steps for completing these four areas follow:

What is a Budget?

A budget can perhaps best be described as an organized estimate of the expected costs of achieving a goal.

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Why Budget?

The budgeting process is an integral part of the planning of a Volunteer Services Organization. The budget helps to identify the expected costs of the program and supplies information that will be necessary to obtain program approval.

How entensive must the Budget be?

A budget may be for a single program, a particular school, or it may encompass the entire school system including several programs and facilities. The budget for a school system is normally the sum of the budgets for the individual programs or schools plus whatever administrative costs exist on the system-wide level.

Who should prepare a Budget?

The budget process should include representatives of all groups who will be involved in the eventual implementation of the program. These groups include teachers, volunteers, students, community representatives, administrators and other school personnel.

Bringing together a diverse group of interested persons assures a comprehensive set of goals and the identification of the programs and materials needed to achieve these goals. The feeling of involvement should lead to a stronger commitment to accept the budget and any future restraints that the budget may impose upon the program.

How to Prepare a Budget

Step 1

The first step in budgeting is to define the program or programs to be proposed to the Board. Once the programs has been defined, the scope of the program can be determined. Some measures of the scope of the program are the number of volunteers to be utilized, the number of students to be effected and the number of administrative and school personnel to be involved in the program.

Sample programs of a Volunteer Services Organization:

- Classroom Assistance – to assist with classroom chores, prepare materials requested by staff, provide clerical assistance and/or assist with classroom enrichment or special events.
- Tutoring – to work with students on a one-to-one basis or in small group settings either for remedial or enrichment purposes.
- Monitoring Activities – to assist with the monitoring of the playground, lunchroom, field trips, bus boarding.

Step 2

Estimate the costs required to accomplish the programs. These costs should be divided into line items for categorization. The various items should be listed on a budget form and the quantities of the item estimates based on the number of volunteers, staff and students involved in the program. The administrative costs involved for the Volunteer Services Organization can be estimated for all programs together. Typical items that could be budgeted are:

- Recruitment Materials – bumper stickers, slides for TV.
- Orientation and Training Materials – volunteer handbooks.
- School Supplies – notebooks, forms.
- School Staff Supplies – teacher handbooks, evaluation forms.
- Volunteer Supplies – bags, smocks, badges.

Step 3

When the budgets for each program and for the administrative costs have been developed, they should be combined to arrive at the budget for the total Volunteer Services Organization. This total budget would then be included in the funding proposal to the Board. It would be beneficial to express the budget in a way that a relationship can be demonstrated – such as the

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dollars per volunteer, dollars per volunteer-hour, dollars per pupil or dollars per pupil-hour. In order to establish these relationships, the definition of the program would have to include estimates of volunteer and pupil time.

The quantitative measures of effectiveness discussed here should be combined with the subjective benefits of the programs to demonstrate the low cost – high benefit nature of a volunteer program.

Step 4

The actual costs involved in the program should be accumulated as the incur. A listing should be made of each expenditure that is made for the program on a cost accumulation form. These costs would be accumulated for the same line items that were budgeted. The type of form needed would depend upon the size and duration of the program. The form could be used for a relatively short program with a small number of expenditures. If a program was expected to last for an extended period of time and required frequent payments, separate sheets may be needed for each line item.

Step 5

The accumulated actual costs should be compared to the budgeted costs using a variance report. This report should be completed periodically so that any unanticipated costs can be noted early in the program. The key to this report is the "cost to complete" time that must be estimated each time the report is completed. The cost to complete can be developed for each line item by estimating the quantity of times that need to be purchased and multiply the amount with the estimated price or the expected costs of service not yet rendered.

Step 6

The variance report should be reviewed and any unfavorable variances should be investigated. The primary cause of variances would be expected to fall in three areas.

- Items purchased that were not in the budget.
- Larger quantities purchased than were in the budget.
- Higher prices than were used in the budget.

If the variances become large, the program will have to be re-evaluated to determine whether it should be modified to stay within the budget or whether the Board should be contacted to seek authorization for the expenditures in excess of the budget.

Step 7

At the end of the fiscal year or a school year, a final variance report should be completed. This final report will indicate how well the original goals were translated into dollar amounts, any deviations from the original budget, and the budget deficiencies. This is extremely important information to have when planning the next year's budget.

Step 8

The final total on the variance report should also be compared to the measure of effectiveness adopted in Step 3 (dollars per volunteer, dollars per volunteer-hour expended, dollars per pupil, or dollars per pupil hour). This relationship becomes important proof of the increasing or decreasing cost efficiency of the Volunteer Services Organization. If costs increase proportionate to the number of volunteers recruited, the ratio stays the same. If costs remain stable as numbers of volunteers increase, the ratio increases. This is very valuable data if other school operations collect similar data. Comparisons like this are extremely useful for a Volunteer Services Organization administrator who wishes to run an efficient operation and to prove a point.

Step 9

The final step is dissemination of the accumulated information in a concise, readable form. This is most important to school volunteer programs and to the budgeting panel of the school

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system. Decisions at all levels can be based on sound data. The needs as represented in a new budget can be justified. Goals of a Volunteer Services Organization can be constantly attained with sound budgeting and accounting techniques.

SCHEDULING

Scheduling is an extremely important management tool. Yearly organizational objectives tell what will happen. The list of activities to meet objectives tell how it will happen. The missing part is when – a point often slighted for no apparent reason.

Loen indicates a number of scheduling procedures which would yield unsatisfactory results:

- You use a calendar as your only scheduling document.
- You rely mostly on short-term schedules such as for a week or month.
- You have schedules for individual projects or major actions but you have no master schedule.
- You find that the activities of other people interfere with your planned activities.
- You get tied up with unforeseen problems or assignments and aren't able to make your planned accomplishments.
- You get unexpected unfavorable reaction from those affected when you begin to implement your plans.

According to Peter Cummings and Desmond Cook, "Scheduling is the translation of the proposed plan into a timetable showing the specific calendar dates for the start and completion of work." Scheduling is difficult because of certain constraints such as the none-month school year and lack of funds for adequate staff or for necessary resources to achieve objectives.

The type of schedule used depends upon its appropriateness to the Volunteer Services System. The calendar schedule is easiest to prepare and to communicate to others. A calendar schedule contains a list of activities to be accomplished and a date opposite each activity indicating when the activity will be completed.

SAMPLE CALENDAR SCHEDULE FOR THE V.S.S. PERSONNEL OPERATIONS

	A. Develop Public Relations/Promotion Plan
June	1) Develop organizational objectives.
July	2) Determine sources of volunteers.
August	3) Develop flyers, news releases, etc. for target audience.
August	4) Convene and train speaker's bureau.
	B. Conduct publicity campaign.
Sept.	1) Send out materials.
Sept. – Nov.	2) Schedule speaker's bureau.
Sept. – Oct.	3) Make TV and Radio appearances.
Sept. – Nov.	4) Follow up all leads.
	C. Recruit volunteers.
Sept. – Nov.	1) Interview and screen volunteers.
Sept. – Nov.	2) Receive requests from teachers.
Sept. – Nov.	3) Place volunteers.
	D. Prepare volunteers for placement.
Oct.	1) Orientation.
Nov.	2) Pre-Training.
Oct. – Dec.	3) On-Going Training.
	E. Motivate the volunteer.
Oct. – June	1) Recognition of the volunteers.
May	2) Recognition Event.
May – June	3) Retain the volunteers.

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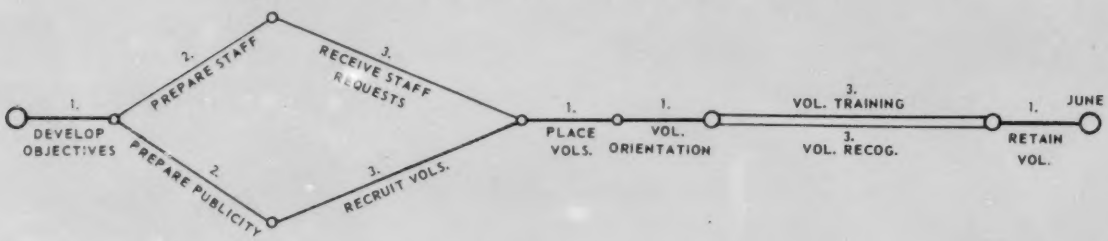
A Gantt or bar schedule generally provides graphs showing what activities must be accomplished concurrently and in relation to the total time available. Cummings and Cook note that, "In constructing such charts, the vertical axis is usually divided into spaces that represent tasks, and the horizontal axis is used to represent time."

SAMPLE GANTT SCHEDULE FOR THE V.S.S. PERSONNEL OPERATIONS

ACTIVITY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	MAY
Develop organizational objectives	X							
Determine sources of volunteers		X						
Develop flyers, news releases, etc. for target audience.			X					
Convene and train speaker's bureau			X					
Send out materials.				X				
Schedule speaker's bureau				X		X		
Make TV and Radio appearances				X	X			
Follow up all leads.				X	X			
Interview and screen volunteers				X		X		
Receive requests from teachers				X		X		
Place volunteers				X		X		
Orientation					X			
Pre-Training						X		
On-Going Training				X			X	
Recognition of the volunteers	X				X			
Recognition Event								X
Retain the volunteers	X							X

Networking – or a network schedule such as PERT or CPM – is useful when there are many activities that must be accomplished at a minimum of time or cost. The purpose of this schedule is to show how the various tasks are dependent upon each other and how certain tasks must be finished before others can be started.

NETWORK SCHEDULE FOR V.S.S. PERSONNEL OPERATIONS



The various types of schedules are useful for different situations – the calendar being appropriate for monthly accomplishments, the Gantt or network schedule used to detail the entire year long program.

Whatever schedule is chosen, some points should be remembered:

1. Estimate the beginning and end of each major activity. Determining a starting time tends to assure that the activity will be completed as scheduled. Deadlines should take into account the priority objectives of the organization. Less important objectives may take a disproportionate amount of time because they tend to be less difficult and, therefore, more willingly tackled by the staff.
2. Like developing objectives or solving a problem, scheduling should be a group activity. By enabling others to see how the various activities are interdependent and how a delay in completing one activity will delay the next, individuals in the group begin to understand how their work affects the total picture.

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3. The best laid plans oft go awry despite thorough planning, the months ahead always present a few "unforeseeables." Developing contingency plans is good practice but still affects the schedule. So, it is wise to build in some "just-in-case" time for disruptions, acts of God, flu epidemics, teachers' strikes, or whatever. Some lag time is comforting. For example, if volunteer certificates must be printed and hand-lettered by the Recognition Event on May 17th, it would be wise to have the certificates at the calligraphers a month ahead of schedule.
4. Another scheduling nightmare is what to do with routine matters. Routine tasks do not fit into objectives, yet if not accomplished consistently and on time, they will definitely succeed in delaying or damaging objective attainment. Although routine matters are not scheduled, a certain number of hours each week should be allotted to maintenance time.
5. Each activity should be evaluated for its required time. This is not easy since many activities will be totally new endeavors. Underestimating the time is the problem here. Completing a survey for a school system on the needs for volunteer services may take six months and be scheduled for only two. Then the personnel involved will be delayed in starting and completing other activities. The snowball effect can be devastating over a year's time.
6. Finally, there are the normal cycles and events that have to be recognized when scheduling, such as school holidays and vacations, mandated meetings, high and low periods of activity in the schools, internal availability of funds or external availability of contributions, customs and traditions such as regularly scheduled teacher meetings or the school bell.

Scheduling helps all involved in the planning process to understand when certain activities and tasks will be completed. This understanding and "buying into" the organization and its future is necessary for motivation and involvement.

VOLUNTEER PROGRAM DEVELOPMENT

The effective, rational development of a single volunteer program in a school sets the entire Volunteer Services System into motion. Although any one program should have the ability to stand on its own, it also has the potential to affect both the work of the school volunteer organization and the development of volunteer programs in other schools.

School volunteer programs start in a variety of ways. Someone decides it would be nice to have volunteers, or a problem is identified which volunteers might help solve. But whatever the beginning may be, the development of a volunteer program for a school should follow a logical progression from diagnosis of need through evaluation of volunteer program results. The four-step process (planning, preparation, implementation and review and renew) should help schools follow this progression.

Planning: What Should We Do?

A Volunteer Program is developed only when (1) a need of the students or teachers can be identified, (2) the best solution to the identified need is the use of volunteers, and (3) the school environment is conducive to and supportive of the use of volunteers.

A seven-step problem-solving process for arriving at a realistic and necessary program plan was outlined in Programming for Volunteer Service, an ACTION publication.

1. Identify the Problem
   Example: Students reading below grade level.
2. Quantify the Problem
   Example: Last year in School X, 226 of the 380 students or 57% read at least one grade level below average.
3. Identify Causes of Problem
   Example: No motivation to read, no time for individual help, little exposure to enjoyable reading materials.
4. List Alternative Solutions
   Example: Story-Telling Program, Library Program, Cross-Age Tutoring by older students, Tutoring by volunteer adults.
5. Select Best Potential Solution
   Example: Cross-Age Tutoring.

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6. Test Selected Solution
   Example: Get answers to the following questions – Do the teachers want their students tutored by older students? Are older students interested and available? Are the schools within easy access of one another? Will there be teachers/adult volunteers available to develop the training and supervise the program? Is space available?
7. Determine Project Goals.
   Example: Develop a Cross-Age Tutoring program for each student reading below X grade level.

This seven-step process allows valuable internal analysis. The selection of a potential solution may prove impossible during its testing period for any number of reasons such as the attitude of teachers, attitude of tutors or tutees, physical limitations of the school building, or transportation problems. A negative response to any one of these may require a selection of an alternative solution.

But once the needs have been identified and a positive school environment has been established, individuals interested in providing a service responsive to these needs can begin to develop a viable volunteer program. Group development of a volunteer program involving the diverse viewpoints of teachers, volunteers, administrators and even students often produces a more meaningful program. Addressing a specific need from all vantage points may help to insure a thoroughly developed volunteer program.

Based upon the analysis of the problem, the planning group in a school has to make some decisions about the needs of the school for and potential involvement with volunteers. This process will result in one of four decisions:

1. to discontinue development of volunteer programs until the professional staff is more receptive to using volunteers.
2. to continue to develop new volunteer program(s).
3. to expand or redirect existing ones.
4. to eliminate volunteer programs that are no longer necessary because the problem no longer exists or the program no longer solves a need.

Group concensus is vital. It assumes that the analysis of the compiled information is logical It also assumes enthusiasm will be developed for the newly identified volunteer program. In short, everyone should have a place in this new volunteer program. All must wish to see it become reality. Anything less than this assures barriers and possible failures in later program development and implementation.

This same decision-making group now has the responsibility of describing volunteer programs to be established in the future. The programs should include:

- specific, measurable objectives for the volunteer program.
- guidelines for program development: what has to be done; when each job has to be done; and who must do what (according to the ACTION article).
- volunteer job descriptions, numbers and qualifications.
- program materials and resources.
- volunteer training.
- school policies toward volunteers.
- how the program will be evaluated and who will make the necessary revisions.

This written plan or design should be disseminated and explained to the potential users of the program – the teachers. This information process adds validity and a proprietary feeling about the volunteer program. If negative reactions occur, it may mean going back to the decision-making group for re-analysis of needs and "climate." Or, perhaps the re-consideration of program objectives, activities and materials is indicated. "Ownership" should spread, and the climate for program development should be positive. Determining how one goes about developing a new volunteer program is not at all easy. But it is, nevertheless, most important. By informing others of the development plan, anxieties can be greatly reduced and valuable suggestions can be obtained.

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The decisions necessary to establish a successful design are difficult. Adequate time should be spent in this planning stage so that appropriate alternatives to cover any foreseeable situation are prepared. Again, these decisions should be made in a group setting and the decision-making should include representatives of all segments with any possible connections to program implementation. Once the group has finally agreed upon a plan for program development, the decisions should be jotted down and distributed to all involved.

Describing the program involves determining the equipment, budget and manpower needed. Also it involves the planning, orientation and training of volunteers, the planning of information needs for evaluating program effectiveness, and making provisions for necessary changes. This step obviously goes beyond generating a "good" idea. The written description of the proposed program should be complete, should indicate definite future directions, and must be consistent with the overall policies and goals of the Volunteer Services System.

Having a written description of the program and its objectives helps clarify the intents of the program – not just for its developers, but for the volunteers, teachers and students as well. It is a necessary requisite to successful recruitment, placement, training and supervision of volunteers.

Describing the program and outlining its objectives also provides the information base needed for conducting program evaluation. As with a needs assessment, a comparison between "What is" and "What should be" can be made by matching actual program process and outcomes with the original program description and objectives.

Perhaps because this step is such a simple one, it is frequently overlooked. Not until someone says, "tell me about your new program," or asks "what kind of volunteers are you looking for?" does its necessity become apparent.

As with a needs assessment, the writing of the program description and its objectives can be a cohesive activity which brings together the various persons who will be involved in program implementation. Transferring ideas into words or arriving at a concensus on the set of program objectives requires that the group have complete understanding of the program. If understanding is incomplete, it is during this process of program preparation that areas of confusion can be clarified and agreement may be generated.

Once writing begins, it can be assumed that the group agrees with and supports decisions made. Each member of the group should feel that he had a full share in that decision-making process and thus should feel a sense of ownership in the program. With this broad base of commitment, the new program is now ready to proceed. Plans for its implementation may be formulated.

Preparation – How Should We Do It?

Essentially, the preparation phase gets all the appropriate components – the designed program, the volunteers, the professional staff, the training – into a state of readiness.

With the goals and measurable objectives already decided, written and communicated, the developers can now research similar programs existing in other school systems and compile information and identify materials that will be needed by those involved in the volunteer program. "Those" people, of course, are the school personnel using the volunteers and the volunteers themselves.

Some of the information to be included in the program packets may already be developed by the Volunteer Services Organization and can be used as designed. Again, some materials may be unusable or unavailable because of the uniqueness of the new volunteer program or because they do not seem applicable. If the latter is so, the Volunteer Services Organization should be notified of the need for clarification or revision of materials distributed by the Volunteer Services Organization.

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The materials for volunteers should include:

- A welcome from the superintendent.
- Policies of the Volunteer Services Organization and the school regarding volunteers.
- A job description for the volunteer specifically applicable to this new volunteer program.
- A list of the rights and responsibilities of volunteers.
- A description of the relationship between the volunteer and school personnel.
- An organizational chart depicting the Volunteer Services Organization, the lines of responsibility and lines of communication.
- Health requirements for the volunteer.
- Brief description of other volunteer programs in the Volunteer Services Organization.
- Map of school locations, addresses, parking areas, phone numbers, principals' names.
- Legal ramifications affecting volunteers including tax regulations and personal liability.
- Description of the new volunteer program including goals, objectives, policies and procedures.
- Annotated bibliography for further information.
- Background information on the need to be serviced. For example, these can be published articles or a summary of data from the needs assessment step.

The materials for personnel using volunteers should include:

- A list of all volunteers and materials resources.
- Job description(s) for the volunteers.
- Lists of rights and responsibilities of volunteers.
- Description of the relationship between the volunteer and school personnel.
- Description of the new volunteer program including goals, objectives, policies and procedures.
- Background information on the need to be serviced.
- Volunteer request forms.
- Guidelines for the most effective use of the services of a volunteer, including personnel and student preparation suggestions.

Both packets will contain many similar materials. How these materials are packaged depends upon the budget of the Volunteer Services Organization and the desired continuity of the materials published by the Organization.

In addition to descriptive materials, program development includes the following:

- Identification of building procedures for volunteers (parking, building entry, place to report, sign-in procedures, introduction to teacher, location of rest areas, time and location of assignment.
- Development of Information System (record-keeping forms and procedures, monitoring and evaluation procedures, feedback and problem-solving sessions.)*
- Preparation of school orientation for volunteers (who, when, individually or as a group, formally or informally.)
- Development of Recruitment, Interviewing and Placement Procedures.*
- Preparation of pre-service and on-going volunteer training.*
- Preparation of professional staff in the use of volunteers.*

Throughout the preparation phase, resources necessary to smooth running of the volunteer program will be identified. These resources – people, supplies, or money – should be acquired as early as possible to avoid last-minute panic when the program is actually implemented:

* These four categories are so vital to proper program development that each is given individual attention elsewhere in this book.

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People

- Personnel necessary to recruit, interview, screen, place, orient, train and supervise volunteers.
- Personnel responsible for record-keeping and reporting information back to the Volunteer Services Organization.
- Personnel responsible for developing new program materials as needed.
- The volunteers themselves: How many are needed? Are special interest, skills or talents necessary? In what groups, areas or neighborhoods can these potential volunteers be found?

Supplies

- Smocks, badges, or name tags.
- Materials to place in training or orientation packets.
- Applications and record-keeping rooms.

Money

- Salaries, office supplies, telephone if necessary.
- Incentive payments for volunteers (parking, babysitting, transportation, recognition, lunch) if necessary.

Implementation: How Are We Doing?

Too many how-to-organize-volunteer-program brochures begin with "Recruitment of Volunteers." Realizing that the developers of any new volunteer program have been working diligently during the planning and preparation phases, one must come to grips with the realization that all work was either very worthwhile or a waste of time. So, to test how successful the planning and preparation phases were, the next two phases (implementation and review and renew) should be activated.

The implementation phase involves the actual "doing" of the volunteer program (volunteers accomplishing their tasks as planned; the monitoring and recognition of the value of both the volunteers and their accomplishments).

Training is different from orientation. It is a process for providing the volunteer with specific techniques and skills which he can utilize in his volunteer service. Training falls into three basic categories:

1. pre-service training.
2. on-the-job training or in-service training.
3. on-going training.

Volunteer training is geared to the specific activities and duties indicated by the program in which the volunteers are placed and outlined in the volunteer job description. Training occurring before the volunteers begin their assignments can be accomplished by those volunteers who have previously served in a program, or by a teacher, or by school and community experts.

On-going or periodic training is a more individual process scheduled as the need arises, as time permits, as improvement is necessary, or as volunteers reach out for more tasks, responsibilities or challenges.

Actually a review or evaluation of program purposes, goals, objectives, processes, and materials should not only occur at the end of the year. A sound evaluation of any program requires continual monitoring of all phases of program development.

Keeping one eye on program objectives and the other on development activities during program implementation will aid appropriate decision-makers in determining whether the developmental design was accomplished successfully. It is probably easier to forestall all evaluation activities until the end of the school year when volunteer services staff can catch their breath

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and reflect. In doing so, however, much valuable information is lost. Worse, some information comes too late to be of much use.

To determine how satisfactory the placement procedures are, decision-makers need to know whether the volunteers were assigned to jobs which they found rewarding and for which they felt qualified. The Volunteer Services Organization could surely get some feed-back at the end of the year on how many volunteers are planning to return for the new year. With luck these figures will be high.

But what if they are low! How unfortunate not to have detected much earlier volunteers were dissatisfied. Had their dissatisfaction been traceable to inadequacies in the placement stage or some other factor, not only could these volunteers have been re-assigned or the situation corrected, but they also might have had a more positive experience at the very outset of the program.

The supervisory staff is crucial here to help keep the system running smoothly. Appropriate supervision helps the volunteer contribute to the total program and helps create the most effective environment. If conducted properly, it incorporates the volunteers as a meaningful part of the total school program through participation in interpreting the schools' purposes, clients and goals.

Supervision is a responsibility which must be acknowledged and assumed by the teacher accepting the services of volunteers. If staff time is not available for this work, the school should not consider the use of volunteers in its program. Regularly scheduled supervisory conferences are an essential part of the volunteer's scheduled time in the school. It is as important for the school to plan for the consistent use of some of the volunteer's time for supervision as it is to arrange time for supervision in the schedule of a full-time teacher.

The supervisory conference offers the means for giving suggestions, for answering questions and for keeping the volunteer up-to-date on overall volunteer program problems and plans. The supervisor can help the volunteer grow in his understanding of the work he is doing and how it helps the school and the students. Supervision can bring the volunteer into the school "team" in a very meaningful way – both for the volunteer and the "team." Through the supervisory process, the volunteer can be helped to realize the satisfactions which may come from his services to students. And perhaps more important, he may come to know himself better.

In these instances where the volunteer works directly with students, it is essential that "process records" of these meetings be written by the volunteer. Records of this nature have many uses and values:

- They help in the supervision of the volunteer, in understanding and handling his questions and problems concerning the student or students.
- With written records, the student's movement and behavior can be traced and shared with the teacher in feedback sessions.
- The records from the "story" of the volunteer's experiences in the school help him to review what has happened and see what he has accomplished.
- They form the basis for evaluating the volunteer's work, the growth of students, the preparation and training of the volunteer by the teacher.

Review and Renew: How Did We Do?

As the end of the school year approaches, it is time to begin asking "how did we do." The resulting appraisal yields information for assessing the worth of the volunteer program and providing a basis for its redesign in the coming year.

A final review is not an isolated activity scheduled only for a short period of time. Throughout the existence of the volunteer program and other volunteer activities, watchful eyes should be monitoring the many facets of volunteer operations. All the information gathered during the school year must be reviewed.

If the existing information is valid and complete, there will be little additional information

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needed. Yet some can only be obtained after a reasonable time has elapsed and despite the volume of collected monitoring data, some of it may need later justification or reinforcement.

All evaluations, no matter how varied in focus or scope, include a series of steps:

- Focus the evaluation: What decisions are to be served?
- Collect the information: What data are needed? From whom? How? (With what instrument?) When? (What is the schedule for collecting needed information?)
- Organize the information: Who will keep it? Where? How?
- Analyze the information: What statistical processes will be applied?
- Interpret the results: What do they mean in relation to the program decision?
- Report the findings: Let all appropriate persons know the findings and/or the basis for any resulting decisions.

Further information may be gathered by conducting a reasonably short interview or by administering a simple questionnaire. If the monitoring information was complete, the final appraisal will probably not be overwhelming. It is here that the extra effort of record-keeping through the volunteer process will be tremendously appreciated.

Hopefully most program objectives will have been met. But disappointments are also possible. By noting where programs have fallen short of original expectations, problem areas will be identified and program revisions can be made.

It is easily seen, then, how the collected data not only serves as a judgment of past program performance but also help determine new directions for the following year.

INFORMATION AND EVALUATION

The difference between success and failure of any volunteer program depends upon a number of factors throughout its development and implementation. But the one essential component heading any list of success criteria is information.

A good volunteer program or organization is "on top of things." It asks questions and it finds answers. Typical questions are:

- How many volunteers are currently in the program?
- What is the turn-over rate?
- What are the main reasons for volunteer drop-outs?
- How effective are the mass media recruitment campaigns?
- Were all the objectives met?
- What changes are needed?
- How satisfactory are the procedures for requesting volunteer services?

On the other hand, an unsuccessful program fails – not so much because it doesn't accomplish its objectives – but because it simply doesn't know whether it has or has not accomplished them. Unlike the good program, there is nothing to show how many volunteers there are, what the drop-out reasons are, how effective any one recruitment campaign is or what should be done in the future.

Without information, judgments can not be made. This means that decisions also can not be made. Sound decision-making keeps a volunteer program or a volunteer organization on the right track, aiming toward program goals even when detours must be taken along the way.

What kind of information are we talking about? How is the information gathered? How is it analyzed? Who gets it? Who uses it? There must be a system for obtaining, providing and utilizing this information for purposes of sound decision-making. Evaluation is the implementation and utilization of such an information system.

Effective evaluation must process information at each step in the development of a volunteer program. Four basic questions guide the evaluation process as well as program development:

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1. What should we do? (PLANNING)
2. How should we do it? (PREPARATION)
3. How are we doing? (IMPLEMENTATION)
4. How did we do? (REVIEW AND RENEW)

Planning: "What Should We Do?"

The initial step in developing an information system and in planning a new volunteer program is to conduct a process called "needs assessment." A need exists wherever there is a discrepancy between "what is" and "what should be." A needs assessment tracks down the discrepancies. The objectives of this process are both to identify needs and to decide priorities among those needs. For example:

- A needs assessment may focus on student needs.
  Example: Learning disabled students red at grade levels lower than expected.
- A needs assessment may focus on institutional needs.
  Example: The tutorial program does not provide help to all students with learning disabilities.

The process of identifying and ranking educational needs serves to:

- determine new educational programs.
- satisfy community demands for accountability.
- provide guidelines for allocating budgets.

A needs assessment may concentrate on a single program, a particular school or one category of students, or it may encompass the entire school system and several programs and facilities. Also, it may seek objective data, such as students' achievement scores, or subjective data, such as teachers' or students' perceptions.

Conducting a needs assessment is often the first major activity associated with the development of a new program or large scale innovation. It is here at the very beginning that problems must be explored, questions answered and anxieties soothed.

The process of conducting a needs assessment should include representatives of all groups who will eventually be involved in the implementation of the results. These groups include teachers, volunteers, students, community representatives, administrators and other school personnel. Bringing together such a diverse group of interested persons assures the inclusion of a comprehensive set of goals and objectives.

It also helps generate positive feelings of involvement in those not directly affected by the needs assessment results. This feeling of involvement should lead to a stronger commitment to implement the needs assessment recommendations. In other words, the hoped result is a greater willingness to accept the responsibilities of making difficult decisions and to carry out those decisions.

This initial planning phase is crucial to successful program development. Certain steps yield the kind of information needed.

Step I: Develop Goals or Objectives

What do you wish to hope to achieve? Describe the ideal situation. Only when everyone agrees upon appropriate end results (goals) can the needs assessment as well as the program development have proper focus. Therefore, in developing a new, well managed, volunteer services organization, sample goals might include:

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- providing services in those areas deemed most important by teachers, principal, students and parents.
- involving appropriate administrators in various phases of volunteer management (recruitment, placement, evaluation).
- insuring accurate match between volunteer skills and interests and volunteer assignments.
- facilitating procedures for requesting volunteer services.

Step II: Determine Appropriate Measures for Each Goal

What evidence will determine if goals are reached? It may be easier to simply re-state the goals as measurable objectives. For example, Goals #I and #II listed above may be more precisely stated as follows:

> Goal #I: to provide services in those areas deemed most important by teachers, principal, students and parents – such areas to be identified on the basis of comparisons between available volunteer services and a rating of importance of or perceived need for volunteers in each of several areas. The rating will be made by teachers, principals, etc.
>
> Goal #II: to involve appropriate administrators in various phases of volunteer management (recruitment, placement, evaluation). On the basis of comparisions On the basis of comparisons between those areas in which administrators are currently involved and those areas in which they feel they should be involved.

Any discrepancy resulting from these comparisons indicates a need or a focus for change.

Step III: Develop an Instrument for Obtaining the Required Information

Depending on the scope of the needs assessment, the instrument may be in the form of a personal interview, questionnaire, objective test, checklist, rating scale or survey. Whichever type of instrument is used, it should contain only those questions which relate to the goal statements previously established.

Example:

Goal #I – to provide volunteer services to those areas deemed most important by teachers, principal, students and parents.

SAMPLE SURVEY FOR GOAL #I

(Perceived Ideal)

Please rate the importance of using volunteers in each of the following areas

(circle the most appropriate number):	Very Important		Somewhat Important		Not Important
a) Individual remedial help (tutoring)	4	3	2	1	0
b) Group remedial help in a subject matter area	4	3	2	1	0
c) Individual accelerated help in a subject matter area	4	3	2	1	0
d) Group accelerated help in a subject matter area	4	3	2	1	0
e) Library assistance (selecting books, story telling, etc)	4	3	2	1	0
f) Playground (or halls) assistance	4	3	2	1	0
g) Field trips or other on-site visits away from school	4	3	2	1	0
h) Community resources (speakers to discuss various topics of potential interest)	4	3	2	1	0
i) Office assistance (helping secretaries in various student-related activities)	4	3	2	1	0
j) Teacher assistance (paper work, grading, working with students on projects, etc.)	4	3	2	1	0

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(Actual Situation)

Please indicate whether this service is currently available in your classroom (circle Yes or No):

a) Individual remedial help (tutoring)	Yes	No
b) Individual accelerated help in subject matter area	Yes	No
c) Group accelerated help in a subject matter area	Yes	No
d) Library assistance (selecting books, story telling, etc.	Yes	No
e) Playground (or halls) assistance	Yes	No
f) Field trips or other on-site visits away from school	Yes	No
g) Community resources (speakers to discuss various topics of potential interest)	Yes	No
h) Office assistance (helping secretaries in various student-related activities)	Yes	No
i) Teacher assistance (paper work, grading, working with students on projects, etc.)	Yes	No

Example:

Goal #2 – to involve appropriate administrators in various areas of volunteer management.

SAMPLE SURVEY FOR GOAL #2

Please check Column (A) or (B)

(A) Am or have been involved	Type of Activity	(B) Should be involved
	Recruitment	
	Placement	
	Supervision	
	Evaluation	
	Program Planning	
	Teacher Orientation	
	Volunteer Orientation	
	Teacher Training	
	Volunteer Training	

The questions relating to goals #1 and #2 yield objective and subjective data. They ask the respondent to provide a factual answer about the current state of affairs. They also ask the respondent to offer his perceptions as to what the state of affairs should be.

Certain statements will require questions which obtain objective data, such as the actual reading scores of tenth grade students or the total number of volunteer serving a particular tutorial program. Similarly, certain goals require that questions of a perceptual nature be asked. Wherever possible, it is desirable to utilize both types of data in assessing educational needs.

Step IV: Administering the Instrument

Whether administering a perceptual or objective instrument, it is first necessary to determine which group or groups will be asked to respond. This involves identifying the relevant population and selecting appropriate samples from it.

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Population – It is always best to include as broad a population as possible. Many people have a stake in improving educational programs and can offer valuable insights and information from their own viewpoints. Again, the involvement of teachers, parents, students and community volunteers in the needs assessment phase causes a greater acceptance of any decisions made later to facilitate educational needs.

Unfortunately, it is usually impossible to ask all members of each group to respond to the instrument. To reduce the number of respondents to a manageable size, a strategy for randomly selecting a smaller sample should be employed. For example, the names of 3000 students could be listed alphabetically. Each student is then assigned a number from 1 to 3000. Using a random number table (found in most basic statistics texts) 500 students could be chosen in lottery fashion.

There are several other sampling techniques – some rather sophisticated and requiring expert handling. The objective of any sampling procedure is to reduce a larger population while still retaining certain characteristics in the same relative proportions as found in the original population. In other words, all relevant groups but not all members of each group should be included. If there is any doubt about this stage of the needs assessment, it is best to seek the counsel of a statistician or educational evaluator.

Step V: Analyze the Results

After the survey has been completed and the instruments collected and scored according to their respective sample groups, the responses to each question must be organized into meaningful data.

Example:

The survey question for Goal #II may yield the following data.

Am or have been involved	Type of Activity	Should be involved	Discrepancy Column A – Column B
17	Recruitment	13	-4
16	Placement	14	-2
15	Supervision	14	-1
14	Evaluation	15	+1
15	Program Planning	15	0
16	Teacher Orientation	14	-2
12	Volunteer Orientation	18	+6
15	Teacher Training	15	0
13	Volunteer Training	16	+3

By subtracting the figures in Column A from Column B, it is possible to determine the discrepancies between the current and desired involvement. A positive discrepancy value indicates areas in which administrators are now involved but where an increase in involvement is desired. A negative value indicates areas where a lesser involvement is desired.

When analyzing the above data, one may conclude there are no needs in the areas of Program Planning and Teacher Training. Minimal need for changes is indicated in the areas of Supervision and Evaluation. However, there is evidence that administrators desire a greater involvement than they now have in Volunteer Orientation and Volunteer Training. Also indicated is a desire for less involvement in Recruitment and, with a smaller discrepancy value, with Placement and Teacher Orientation.

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Step VI: Set Priorities Among Needs

Not all needs can be alleviated at the same time. *Priorities will have to be established.* Many factors determine the ranking of needs – such as available resources, political and social climate, legal barriers, time, or community values.

One factor to consider is the relative importance of each goal. Do they have equal value or can they be ranked? If they can, then corresponding needs may be ranked accordingly.

Another ranking procedure assigns priorities to needs identified by the greatest number of people. Yet some needs may affect large numbers of students and not be intense. Still others may be very severe but only affect a small group.

The decisions as to which needs are to be served should consider:

- relative importance of the goal areas.
- intensity (discrepancy value) of each need.
- pervasiveness of each need (size of the group affected).
- feasibility of alleviating each need.
- The varied groups identifying each need. Are needs identified by the teachers to be given the same priority as those identified by the Central Office Administrators? By parents?

Whether to give all factors equal weight or to weigh them individually is arbitrary and best decided upon by those who are most affected by the resulting decisions.

Step VII: Implement the Needs Assessment

No needs assessment is really complete until action is taken as a result of the findings. To know that needs exist, to be able to identify them, and to recognize their relative urgency is only the beginning. Unless something is done to alleviate those needs, the entire exercise is futile.

It is important that everyone concerned with needs assessment – those who conducted it, those who are in a position to act on the findings, and those community persons who are affected by the final decisions – know that the result of the needs assessment is an indispensible base of information for making crucial decisions.

The seven steps described above may be adapted to a system-wide needs assessment or a building level determination of needs. Starting new volunteer programs for meeting individual school needs requires the same attention to detail during the planning phase as would any large scale, system-wide assessment effort, but the process is generally much less formal.

Finally, it is important to keep in mind that the most critical kind of information on which to base volunteer program development is often the single request originating from only one classroom teacher. As long as one teacher has a vision of a better education situation, a need has been identified.

Preparation: How Should We Do It?

Research

Having identified areas of need, decision-makers must now select from among numerous program possibilities. It would be unwise to develop innovative educational programs without seeking advice from experts in the field, or without knowing what programs are already available elsewhere. Often, such programs can be adopted or adapted locally. On the other hand, a program may have already been tested elsewhere and found to be ineffective.

There are many resources from which to choose. Among the more useful sources of information during this state is an information resource file. Such a file might be housed in a local Vol-

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unteer Action Center or a professional school library. This information resource file should become an integral part of the Volunteer Services Organization where new literature and materials on volunteer activities can be added and reviewed continually. A resource library of this type should have materials that answer such questions as:

- How have other schools recruited their volunteers?
- What types of training did tutors receive in other school systems?
- What have been the results of utilizing students as volunteers?
- What barriers or facilitators exist in volunteer program development?

Research, of course, takes other forms as well. In addition to reviewing materials, much information can be learned by attending volunteer conferences and workshops, holding conversations with other volunteer administrators, or visiting other volunteer organizations. Whatever methods are used, sufficient time should be allowed for this learning phase of program development. As much information as possible should be compiled. Time also should be allotted to permit creativity in adapting usable materials.

Program Description and Objectives

Having explored alternative volunteer programs and investigated existing policies and procedures, the program developers can begin to determine the precise shape their program will assume. Knowing what is feasible and permissible in their school(s), they can begin to focus on a particular program with definite form, content and objectives tailored to meet individual needs.

This phase of program development allows further opportunity to broaden the base of involvement. Establishing program descriptions and objectives is a group process involving mutual goal setting, values clarification and problem solving in an effort to promote a positive climate for program development and ultimate success.

By putting the programs, purposes, procedures and objectives in a clear written form, the developers not only share a sense of "ownership" of the program, but also provide a basis for future recruitment, training and evaluation. A complete program description should include identification of:

- the name of the program (remedial tutoring)
- the school or schools served by the program (five junior high schools)
- the students involved (those students in grades 7, 8 and 9 and identified by certified school personnel as having remedial needs)
- the numbers of volunteers to be involved (one per child or one per class)
- the location for volunteer services (library, special tutorial room, hallway)

Detailed information including a description of the program itself, the schedule for implementation, volunteer recruitment needs, job delineations, and materials needed should be available if it is to be useful for program evaluation and volunteer supervision. Actually, while program descriptions may be brief, much of the ground work for proper monitoring and review consists of well developed program objectives and job descriptions.

Program Objectives

Articulating program obejctives means translating goals into a detailed set of activities and behaviors. Not only does this provide direction for implementing a program, but it also facilitates meaningful and useful evaluation. Then program planners are able to expand, alter, and improve the program as it progresses.

In writing objectives, it is helpful to consider three categories of objectives:

- Facilitating Objectives – These refer to the inputs – or background work – of a program. What must be done before and during program implementation to "smooth the way" for the volunteers to perform their assignments?

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- Procedural or Instructional Objectives – These indicate how the program will be carried out. The activities relating to this group of objectives suggest what curriculum will be followed, what the schedule of instruction will be and what format for instruction will be utilized.
- Performance Objectives – These refer to the outcomes of the program. These objectives indicate the changes expected and the level of improvement hoped for. They represent the ultimate reason for implementing the program.

For example, the objectives might be:

- to raise the tutee's level of math skills so he might master grade level materials with at least average proficiency.
- to instill confidence in his performance capabilities to help him to complete classroom assignments on time.

Each objective should specify what evidence will be examined to determine if it has been fulfilled. This is not always simple. Some objectives are more easily measured than others. Those more difficult to evaluate are definitely still worth the effort.

Generally, the development of several objectives in each category is necessary for creating a well-defined program. Perhaps because this step is often difficult, it sometimes is by-passed. Not until someone says "Tell me about the new program," or asks "What does your program hope to achieve?" does it become apparent.

The need for clear, precise objectives is fully realized when, at some point beyond initial program implementation, it is necessary to know "How are we doing?", or "How did we do?" As with a needs assessment, a comparison between "what is" and "what should be" depends on the ability to match actual program processes and outcomes with the original program description and objectives.

Finally, as with a needs assessment, the writing (transferring ideas into words) of measurable objectives can be a cohesive activity to bring together all those who will be involved in program implementation. Arriving at a consensus on the actual set of program objectives requires that the entire group have a complete understanding of the program. If understanding is incomplete, areas of confusion can be clarified by this process. Also agreement of diverse opinions may be generated.

Job Descriptions

Stating program objectives sets the stage for determining who will be responsible for guiding the program toward those objectives. In order to know how the program will be staffed and what each person will do, job descriptions must be available.

Written job descriptions help avoid misunderstandings and establish agreement over work assignments and inter-personal relationships. They should state, even before a single volunteer is recruited, exactly what the volunteer is expected to bring to his assignment, and what support and additional training he can expect to receive from the school staff.

Well written job descriptions should specify:

- a title of the position (remedial tutor).
- the department, subject, or special area (mathematics).
- the age range for the position, if applicable (high school student tutors)
- hours or schedule of assignments (one hour, two mornings per week)
- compensation or benefits, if applicable
- who supervises the position; lines of communication
- advance opportunities
- special qualifications needed for the assignment
- training requirements
- materials or equipment to be used by volunteers

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- number of students working with each volunteer, special characteristics of students
- particular activities, duties, tasks to be performed by the volunteers.

Job descriptions covering the duties and responsibilities of the staff for the volunteer program should also be developed. It is best for both volunteers and staff to be involved in this activity so everyone will be thoroughly familiar with the program before it actually begins. The purpose of preparing written job descriptions is to avoid confusion, misunderstandings and poor utilization of volunteer services.

Clearly stated job descriptions are also needed to efficiently monitor the volunteer programs and supervise the volunteers since each task specified for a volunteer position should correspond to a program objective. Those problem objectives are directly affected by the extent to which a volunteer performs his assignment.

In developing new volunteer programs, a great deal of information must be available. The written program objectives and job descriptions, however, provide the strongest base for building. From these two sets of information, decisions can be made concerning materials, resources, personnel, policy changes, orientation and training requirements.

To create a meaningful job description for volunteers, a careful analysis of both the program and the tasks involved in accomplishing it are necessary. Naturally the school volunteer organization is committed to offering its student clientele assistance responsive to their needs, but it also has an obligation to provide volunteers the kinds of jobs which offer them opportunities for pleasurable and creative involvement and personal growth.

In The Effective Management of Volunteer Programs, Marlene Wilson identifies these areas to consider when analyzing the organization:

1. Planning
   - What do students need?
   - What will staff accept?
   - Why do you need volunteers?
2. Leadership Style
   - What will you delegate?
   - How Will you supervise?
3. Organizational Climate
   - Will volunteers want to work there?

In addition to analyzing the organization, Wilson suggests that we analyze the tasks involved. She lists three basic types of tasks to consider:

1. Achievement Tasks
   - To what degree does the task challenge the volunteer's capabilities?
   - What latitude does the volunteer have in establishing his work pattern and methods?
   - How much supervision or direction is required? (Is it the volunteer's choice to request it or is it mandated by the organization?)
   - Is the volunteer provided with meaningful information concerning the quality of his performance?
   - Does the volunteer's performance contribute directly to organization and program effectiveness?
2. "Power" Tasks (Those Involving Authority or Responsibility)
   - To what degree does the volunteer direct the activities of others?
   - How much control does the volunteer have in establishing his work schedule, pace and methods?
   - How often does the task require the volunteer to deal directly with a supervisor?
3. Affiliation Tasks
   - How dependent is the task upon group activity and/or involvement?
   - To what degree is personal interaction required in accomplishing the task?
   - How frequent is the personal interaction required?

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Looking carefully at the organization's volunteer program(s), the methods for direction activities and the types of tasks involved will enable the organization to create job descriptions which meet the motivational needs of volunteers.

Each volunteer by the very definition of the word has a desire to donate time to some meaningful service project. But the kind and degree of commitment offered by individual volunteers is a variable which needs to be considered when jobs are created. Time available to devote to the task, the expertise or talent possessed by the individual and the intensity and specific focus on each volunteer's interest all vary greatly. The organization which recognizes this diversity can design jobs which are flexible enough to involve many individuals in different kinds of tasks involving varying levels of responsibility and commitment.

For the most involved volunteer jobs in terms of responsibility and commitment:

- Define broad areas of responsibility and authority.
- Assign responsibility – not specific, detailed tasks.
- Allow person to negotiate time and manpower needs.
- Define skills and abilities required.
- Leave room for initiative and creativity in how responsibility is carried out.

For the less involved volunteer jobs (for example, building coordinator, chairman of a program, speakers' bureau volunteer):

- Describe tasks involved as specifically as possible.
- Delineate time and skills requirements.
- Indicate lines of responsibility and authority.

For the least invoived jobs (tutor, telephone aide, library volunteer – those jobs involving a limited, structured time commitment):

- Delineate duties, time and skills.
- Describe exactly what needs to be done for the specific tasks and when.

Well developed job descriptions require careful consideration of factors involving organization, program and volunteer intent, but well thought-out and clearly defined descriptions of what, where, when and how the volunteer is to accomplish the tasks assigned to him will greatly benefit the successful implementation of projects. They will also give the volunteer an opportunity to realize a greater measure of achievement and self-satisfaction by knowing just exactly what is required of him.

Volunteer Information

It is the volunteers, of course, who breathe life into the emerging volunteer program. To sustain a program's success, adequate volunteer recruitment and placement of each volunteer in appropriate assignments is required.

As each volunteer enters the program, a store of information should be established. This information must allow accurate matching of job description and volunteer as well as determine orientation and training needs. There are several ways to obtain the necessary volunteer information. Each volunteer should be given an interview, whether formal or informal, by school or central office staff. This interview, however conducted, should yield the following information:

- Volunteer Personnel Data
- Placement
- Schedule of Assignment
- Starting Date
- Recruitment Source

The interview is a two-way communication process. Even the interviewee receives information. In his case, he may discover possible assignment opportunities, purposes of the programs and answers to his other questions.

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Following the interview, either immediately or shortly thereafter, the volunteer should receive notification of placement and an orientation or training form. These forms represent official recognition of a volunteer's entry into the program and begin to bring the planning and preparation effort to fruition.

Evaluating the effectiveness of the training session is the final step before implemention. Does the volunteer feel secure enough to begin? Can training be conducted in similar fashion next year? A well-organized volunteer program builds on the skills and talents of its volunteers and its eventual success in accomplishing its objectives relies on the successful preparation of the volunteers.

Implementation: "How Are We Doing?"

Monitoring

To know whether a volunteer program is on course, certain key features of the program will have to be monitored. Monitoring is a dynamic process, challenging yet sometimes frustrating. Specific monitoring procedures must be unique to each program. But the process of monitoring always requires collecting and recording facts, opinions, concerns and ideas with accuracy, precision and timeliness.

The objectives of monitoring are:

- to gather and review pertinent information on a continuous or periodic basis in order to incorporate improvements into the on-going program.
- to provide a basis for making changes in the program while there is still time.
- to provide a basis for adding or deleting components of the program.
- to note components which cannot be changed once the program has begun but which should be considered before another program year begins.
- to note unanticipated outcomes, both positive and negative.
- to have information available prior to the end of the year which can be used for final appraisal.

The best program is one that is capable of becoming even better. Monitoring should not only provide for continual observation of the volunteer program but it should also insure that the program is not static — that it will change in response to valid information.

Collecting Information. Monitoring is often the most frustrating and tedious phase in evaluation. But monitoring the progress of new volunteer program, weaknesses helps point out the need for revisions, additions and deletions.

The essential instrument of the monitoring process is accurate record keeping (recording events as precisely as possible). Records may be written and formal (such as attendance forms, volunteer request sheets and interview questionnaires) or they may be oral and informal (such as unobtrusive observations, casual comments, suggestions and "rap" sessions). Whatever the format, the function of evaluation is to help improve the volunteer program. And the best time to improve any program is immediately! Why wait until the mistakes grow larger, volunteers flee, and teachers and students are thoroughly discouraged? By continually comparing program processes with program objectives, immediate corrective action often be taken to avoid disaster.

What evidence will be needed in order to judge whether the volunteer program is proceeding according to plan? Record-keeping must reflect information needs which the program objectives indicate. Is the aim of the volunteer program to increase student use of library materials? If so, accurate records of signed-up materials must be maintained and studied. Is one intended outcome of a volunteer tutoring program the improved self-image of certain students? If so, then attention must be paid to such indicators as improved school attendance, fewer discipline problems and increased participation in class.

Information needs must be identified and conveyed to the teachers, volunteers, students, parents and administrators who will be asked to supply the information. These persons need to know:

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- what information will be needed.
- why the information will be needed.
- who will need the information.
- when the information will be needed.
- how the information will be conveyed.
- to whom the information will be conveyed.
- from whom the information will be obtained.

No monitoring process can begin until staff responsibilities are defined. Developing record-keeping forms is only the first step. Disignating who is to fill them out and who is to receive and analyze them is equally important.

Monitoring procedures are often unpopular, primarily because they are time-consuming. Unfortunately, those who must provide the information are also the people whose time is most occupied. They would rather "get on with the program" than take time out to complete forms. But if the purposes and objectives of monitoring are fully explained and if everyone involved can help develop the monitoring procedures and materials, much resistance can be reduced.

Monitoring Forms. The forms developed to monitor volunteer programs should be as simple and concise as possible. They should seek only the information needed. There are many monitoring forms which may yield information including:

- Volunteer Sign In/Out
- School Monthly Report
- Monthly System-Wide Report Tally
- Volunteer Assignment Follow-Up
- Appraisal of the In-Service Session

What can the information collected on these forms tell us? Alone, the forms cannot reveal much but, when compared with program objectives, they provide a picture of actual conditions. They indicate the extent to which the actual conditions match the planned, ideal picture.

The first three forms, listed above, for example, applied to the hypothetical remedial tutoring program presented earlier can generate:

- total number of hours per volunteer.
- total number of volunteer hours per school.
- total number of volunteers serving.
- turn-over rate (number of new volunteers/number of withdrawn volunteers).
- recruitment needs (number of requests filled/number of requests for volunteers/number of children served).

The last two forms offer an appraisal of the program support system. What new training needs are identified? What problems are surfacing? What opportunities for volunteer growth and development are offered?

The effectiveness of volunteer activities depends on factors which vary from program to program. However, many of these factors are generalizable to all programs. Monitoring information should seek to determine the degree to which:

- the volunteer fulfills the pre-arranged time commitment.
- the volunteer is efficient and organized in carrying out the specific tasks indicated in the job description.
- the volunteer shows independence and responsibility in executing his tasks.
- the volunteer is regular in attendance.
- the volunteer adheres to his assigned duties and tasks.
- the volunteer staff personnel and students have developed a cooperative working relationship.
- the volunteer willingly seeks assistance when he needs it.
- the volunteer accepts guidance and direction and carries out instructions.
- facilities where volunteer activities are performed are adequate.
- the work load does not overburden the volunteer.
- the assignment is appropriate to the volunteer's capabilities.
- the assignment is consistent with the volunteer's job description.
- the volunteer understands his role within the total program.

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The purposes of supervision are (1) to provide guidance and growth opportunities for the volunteers, and (2) to obtain information needed for determining the effectiveness of volunteer services. Both supervision and appraisal of volunteer services must be non-threatening and based on mutual understanding of information procedures and purposes.

Monitoring procedures need not always be formal, nor must the information necessarily be in written form. Valuable information may be obtained by listening to casual conversations, noting suggestions and complaints, holding "rap" sessions and planning visits. Monitoring is a diagnostic procedure, but it is also prescriptive. This suggests that once potential trouble spots are detected, the information obtained through monitoring should also indicate possible solutions to the problem.

Depending upon the program, and how extensive the budget and personnel are, monitoring data can be obtained daily, weekly or monthly. The information collected should be examined and used to improve the program. Yet unless the information is fully utilized, the effort involved in providing the information will seem futile and resistance to further monitoring activities will arise.

Each person involved needs to feel the importance of his contribution to the process of developing and improving an on-going program. The information obtained during the monitoring phase can be of benefit to those supplying the information as well as to those receiving and analyzing it. However, only if the information suppliers recognize its value will they willingly assume the extra burdens which monitoring entails. Then the information will be accurate, timely, and generally useful to those whose decisions directly affect the program itself.

At some time during any discussion of evaluation/information/monitoring systems, the question of data processing arises. What do we do with all the information until it is actually used? Who stores each form? Where? How is the information transmitted between the central volunteer office and the individual school?

The simplest way to answer these questions is by asking yet another: Who will need the information? Each volunteer organization may develop its own unique system for maintaining a useable information base. Yet, undoubtedly, its features will be similar to the two described below — the first being a manual system requiring no electronic equipment, while the second is a computer-based volunteer information file.

Manual Record Keeping

Volunteer Information. As each volunteer enters a new program, information is recorded on an application form or another information form. This operation occurs either in the individual or the central office depending upon where recruitment, interviewing, and placement takes place.

From this initial form, name, address, and telephone number are transferred to the central office which records the information:

- on a mailing label set.
- on an alphabetized, rotating card file indicating also the volunteer's assignment location.
- on a vertical file folder maintained for each school or other volunteer location.

In this way, the central office can facilitate system-wide mailings and locate each volunteer within the system and each school.

Placement Information. Notification of assignment is sent by the central office both to the volunteer and the school or other placement location. The central office records the placement information for each volunteer on the card file and in the school folder referred to above.

Regular Reports. On a regular basis, information as to new volunteer needs, drop-outs, number of volunteer hours, etc. should be communicated by the schools to the central office.

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The more frequent the reporting schedule can be, the more precise and up-to-date is the information obtained. But record-keeping does take time, so each organization must remember that a time-consuming record-keeping system does maintain a useful,useable information base. Adaptations of the process described below are encouraged:

- At each school, each volunteer fills in a Sign In/Out Form.
- Each month all the information for each volunteer is transferred to a Monthly Report Form along with other information as requested. This form is sent to the central office.
- Total system-wide information is tallied and recorded on a System-wide Report by the central office.
- This system-wide information may then be transferred onto a wall-mounted, magnetic board as a visual display of recruitment needs. If maintained properly, this is a most convenient tool for use in matching volunteer interests with school/program needs.

Final Review

Toward the end of the year, the central office coordinates the recognition activities of each school program. Some recognition events may be conducted through the central office, in which case system-wide mailings would require the mailing list established as each volunteer entered into school service. For school based recognition activities utilizing central office materials, the vertical file school folders will indicate numbers of volunteers in each school. This information helps determine quantities of materials needed for distributing. Additional information may be recorded at each school on the Final Appraisal Form to help plan both the school's new program and the system's new recruitment activities.

As a volunteer drops out and leaves the school service, information giving reasons and the date of withdrawal is forwarded by the building coordinator to the central office on the School Monthly Report Form.

Vertical File Folder. Everything relating to a school's volunteer program should be included in the school file. It is here one may find summaries of needs assessment, interview forms, program descriptions, objectives and evaluation summaries. It may also be utilized for inserting memos, consultation notes and sample requests.

Community Resources Program. Placement and processing of records for community resource volunteers who offer occasional classroom enrichment services is a somewhat specialized program requiring slightly different types of record-keeping forms and procedures.

As requests for a speaker or other school presentation comes to the central volunteer office via a Request Form the following procedure occurs:

- A confirmation of request is sent to the teacher.
- notice of confirmation is sent to the teacher when all arrangements are complete.
- evaluation forms are sent along with the notice of confirmation to be completed by both volunteer and teacher.

The central office can maintain a record of requests and volunteer placements on a monthly basis.

Names of available volunteers in the community resources program can be filed according to their subject area or category. This list or file must be up-dated regularly. Every effort should be made to make certain that the volunteers are called no more and no less often than the number of times they have indicated they prefer. A record of each volunteer's placement should be maintained on each file card.

Computer-Based Record-Keeping System

Processing all the information for a large organization requires time, money and people. The use of computers to facilitate information processing has been of great benefit to many

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businesses and organizations. School systems, of course, have increasingly relied upon computers to process payrolls and to analyze demographic, instructional or student personnel data.

So, where computers are used by a school system, a volunteer services organization might consider using the available equipment for its own information processing needs. In designing a computer-based information system, the several steps should be followed:

1. Identify the Information to be Stored and Processed:

   - Name of Volunteer
   - Address and Telephone
   - Location of Assignment
   - Volunteer Program Identification
   - Assignment Schedule
   - Starting Date
   - Recruitment Source
   - Volunteer Age Group
   - Sex
   - Hours of Volunteer Service per Month or Year
   - Number of Children Served per Month
   - Withdrawal Data (Reasons, Date)
   - Total Number of Volunteers/School Program/Geographical Area

2. Consult with Computer Center Personnel

   Before attempting to transfer from a manual record-keeping system to a computerized system, meet with the appropriate data processing personnel to discuss the kinds of information which is to be processed and to identify any potential problems. It is important to know in advance what time factors will be involved and what costs, if any, must be considered.

3. Develop Information-Gathering forms

   Many of the forms designed for a manual system will serve a computer-based system as well. But it should be remembered that any data fed to a computer is coded numerically. The data also must be organized in a manner consistent with an appropriate computer program. For example, most computer programs require that information be entered for one individual at a time. This means that all forms must specify single volunteers.

4. Instruct School Personnel on How to Record Information

   A computer-based record-keeping system requires strict adherence to precise procedures. One of the problems in attempting a computerized system is the difficulty of orienting those responsible for providing the data and the inevitable human errors.

5. Establish Collection and coding Procedures

   Determine when certain information should be collected. The schedule will differ from the manual system due to the speed of a computer compared with office personnel. Data collected on a yearly basis under a manual system may be collected more frequently using a computer.

   Once the information is collected, it must be coded. An example of how volunteer programs information can be translated into a two-digit numerical system follows:

Program	Code Number
Instruction	1.0
Tutors	1.1
Foreign Language Students	1.2
Other	1.9
Classroom Assistance	2.0
Pre-K	2.1
K-12	2.2
Other	2.9
Special Services	3.0
Library Learning Center	3.1
School Health	3.2
Computer-Supported Instruction	3.3
Monitoring	3.4
Other	3.9

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Community Resources	4.0
Careers	4.1
Arts	4.2
Reading and Language Arts	4.3
Social Studies	4.4
Science/Health	4.5
Other	4.6
Student Volunteers	5.0
Miscellaneous	6.1

6. Determine Data Processing Responsibilities

Who will do the key-punching, programming, computer "pass through?" Who will prepare the computer print-out? Who will utilize it? These questions should be answered as part of the development of a useful computerized system.

Finally, along with the above questions, further attention must be given to the following:

- Is the format for the print-out useful? To whom?
- Should additional information be included: If so, what kinds of information?
- How should the information be presented? By volunteers in each school? By volunteer programs? By geographic areas?
- Who should receive copies of the print-out? Volunteer Coordinators? Principals?
- How often should the print out report be prepared. Monthly? Quarterly? Semi-Annually?
- What factors are to be considered in determining advantages and disadvantages? (Time requirements, effort expended, time lag between data collection and processing, clerical needs).
- What orientation and training must the volunteer services office provide in order to obtain full cooperation and compliance with required procedures.

Consideration must also be given to factors associated directly with the computerization process itself:

- What clerical manpower is needed?
- What costs are incurred for paper, print-out forms and data collection forms?
- If the Volunteer Services Office will be charged by the Computer Center, what will the costs be and how do they compare to manual process costs?

These are only a few of the problems to be considered in planning for computer use. The final consideration may, of course, be budgetary. But, after evaluating these complex factors, the computer-based record system still looks possible — its potential value is enormous for helping plan and maintain the volunteer system.

Review and Renew: "How Did We Do?"

Final Appraisal

It would be irresponsible to allow volunteer activities to terminate without a comprehensive appraisal. Constructive hind-sight provides powerful data for improving future programs and for assessing the past program's worth. Therefore, all aspects of the program should be reviewed thoroughtly. Program intent (goals and objectives) should be compared with actual outcome to measure success. When many changes have occurred during the course of program development, these deviations from original plans should be noted and evaluated to determine impact on final outcome.

There are always questions which cannot be answered until after the year is over. For example:

- How has academic achievement of students been affected by the volunteer program?
- What new needs exist which should be alleviated in the coming year?
- What new resources are available now which were not available during the previous year?

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- What changes in school or community climate might affect the program design for next year?
- How many volunteers have signed up for next year?

All data obtained, both through monitoring and final appraisal activities, should be compiled and analyzed. This will result in a comprehensive evaluation of all areas of the volunteer services system including:

- program processes.
- program materials and resources.
- communication processes.
- services provided by the volunteer program.
- services provided by volunteers in the program.

In preparing final appraisal activities, a certain sequence is suggested which is generalizable to any evaluative process:

- Describe the program. Include all materials, procedures, personnel, and resources.
- Determine criteria by which program goals can be assessed.
- Select or prepare measurement instruments or techniques to apply criteria.
- Administer the instruments.
- Collect the instruments.
- Organize the information obtained into categories according to a logical classification scheme.
- Analyze the information using statistical, categorical, or content analysis procedures.
- Interpret the results as to their value for decision-making.
- Report the findings and interpretations to appropriate decision-makers with decision alternatives.
- Implement the results.
- Disseminate findings to interested parties.

Once again, review program goals and objectives. Then, examine the current program description along with program goals and objectives, policies, procedures, and materials. Are they different from those drawn up during the planning stage of the previous program? If so, changes should be noted and supporting information should be found. All aspects of the Volunteer Services System must be examined. Examples of questions which require answers are:

- Was the orientation for school personnel satisfactory?
- Was the orientation/training of volunteers satisfactory?
- Were schools' needs adequately assessed? Programs clearly identified?
- Was school climate conducive to volunteer activities throughout the year?
- Were program goals and objectives fully delineated and understood by all involved? Were they realistic?
- Were program policies and procedures consistent or in conflict with those of the school system?
- Were job descriptions accurately conveyed to all program participants?
- Was evaluation information processed properly? Was the information useful to the decision-makers?
- Were materials complete and readily available?
- Did recruitment efforts result in desired number of volunteers?
- Has volunteer retention and drop-out rate been assessed?
- Were interview, screening and placement procedures satisfactory to all parties?
- Were staff volunteer relationships positive?

By comparing actual data with desired objectives, it is possible to note deviations from the original plan and deficiencies not corrected during the program year. Once the discrepancies are identified, corrective action may be taken. As indicated earlier, a final appraisal is not only a judgment effort, but also a needs assessment activity and should be utilized as such to plan (renew or alter) the volunteer program for the following year. This activity can once again bring together all the people involved in planning the volunteer program, and, together, they can evaluate their program.

Questions require answers, and answers always generate new questions. Having answered, "How did we do," it is now necessary to ask again "What should we do."

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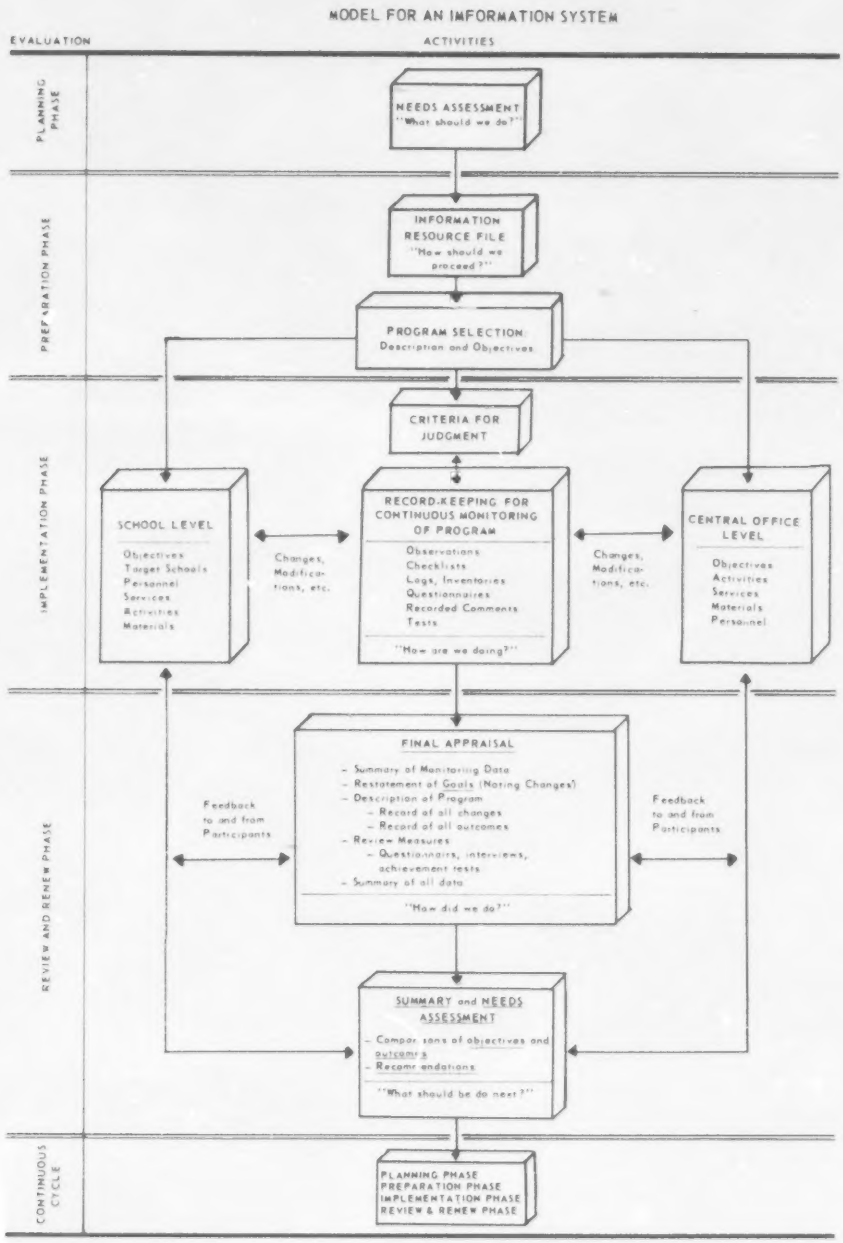

VOLUNTEER TRAINING

Once the school team has identified its needs, developed programs to meet those needs and recruited people to serve, the team now must prepare these new volunteers for their jobs. A volunteer who has a clear picture of his role in the school and his volunteer duties is ready to be trained. A trained volunteer is an asset to a school's educational team.

In general, the initial training sessions should provide volunteers with not only appropriate information and skills but also the motivation and confidence so vital to success. The volunteer who begins work with enthusiasm and self-confidence is well on the way to a worthwhile and satisfying volunteer experience.

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How can the volunteers be helped to understand what is expected of them, how they are expected to work with teachers and with students, or what they must learn before their volunteer activities begin? Workshops and training programs are helpful if developed with the needs of the volunteers in mind. Goals and measurable objectives of the training programs should be outlined. Activities should be designed to meet the measurable objectives. Resources for human relations and specific subject matters should be tapped. In other words, planners of volunteer programs must develop meaningful volunteer training programs to assure that volunteers can meet program objectives.

The purpose of developing a training program is to prepare the volunteer with knowledge, skills, confidence and motivation to perform his duties and responsibilities. Therefore, it is imperative to first define the tasks to be assigned. As discussed previously, meaningful job descriptions offer a solid basis for developing volunteer training programs.

Training is different from orientation. Training is a process for providing the volunteer with specific techniques and skills which he can utilize in his volunteer service.

The area of service to which a volunteer is assigned will determine the amount and type of training needed. For example, where formal pre-service training is considered necessary, the school must plan to:

- structure its own course.
- call upon the Volunteer Services Office.
- utilize community resources.

Where the training will be given on the job, the appropriate staff member should be provided with:

- an explanation of specific duties.
- a clarification of roles of both volunteers and staff members.
- an observation of the on-going program.

And where refresher or advance training sessions are considered valuable, appropriate staff and volunteers may develop periodic programs to insure continued interest and efficiency of the volunteer.

Training should answer the needs of a volunteer. The methods for this will be determined by the needs. Many approaches are useful including:

- providing a packet of materials for the volunteer's independent home study.
- presenting multi-media shows for use in group discussion, if applicable and available.
- presenting specific skill information and appropriate practice sessions supplying on-the-job training, when applicable.

Types of Training

1. Pre-Service Training (what it should include and encourage):

   - definition of objectives to be achieved by volunteer help.
   - workshop on basic skills.
   - discussion of principles of development and learning pertaining to the volunteer area and age group.
   - information about learning characteristics of the group in which the volunteer will be working.
   - presentation and discussion of written material pertaining to the volunteer's service.
   - outline of specific duties (job description).
   - list of whom to go to for help if problems arise.

2. In-Service Training (what it should include and encourage):

   - adequate direction from the classroom teacher to assist the volunteers in becoming acquainted with the work situation (building, classroom, equipment) and their volunteer responsibilities.

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- adequate direction from the building coordinator. He should be available to the volunteers to observe, guide and encourage their work. He acts as a liaison between the Volunteer Services Office and the volunteers for disseminating information and collecting reports.
- adequate avenues for feedback. Changes in attitudes and skills occur as a volunteer works. Volunteer input and sharing of ideas should be encouraged by the Volunteer Services Office.
- opportunities for a new volunteer to work closely with a trained volunteer when applicable.

3. On-Going Training (what it should provide or make available):

- practice and reinforcement of skills (varying the method of presentation).
- courses offered to all volunteers including those on human relations training and vital skill areas.
- information concerning pertinent community training (for example, Continuing Education offerings).
- library of "how to" manuals, reading lists and literature about programs in other school systems for volunteer use.
- individualized training courses using tapes and manuals (this material could be housed in a volunteer resource library and be available at the volunteer's convenience).
- resource materials "shared" by other active volunteers.

Volunteers need a reasonable amount of information and training before they can begin their assignments but learning on the job is a very real part of the volunteer experience. In addition to teacher-directed training activities and on-the-job training experience, volunteers can also benefit from workshops or skill sessions provided periodically during the year. As volunteers gain expertise from their volunteer activities, they begin to identify those areas in which additional training would be helpful. Workshops offered for volunteers should be in response to these personal training needs. They should address skill areas most helpful to volunteers in their school work.

Perceptive management of volunteer activities should contribute positively to volunteer growth. The logical end result would, then, be a well-trained, more effective, better satisfied volunteer who is ultimately capable of providing an increasingly worthwhile service to the schools and the students.

The mechanics of offering meaningful training will obviously vary according to particular situations. Workshops or training programs could be planned at a central or area location for program volunteers throughout the school system or a workshop could be geared specifically to the needs of volunteers from just one school.

The central volunteer services facility must offer school units and individual volunteers an opportunity to request workshops or materials they might need. So, filling training needs also requires adequate management of volunteer service personnel.

There must be careful preparation of materials and the involvement of other departments and individuals who have specific training expertise.

Basic Design for Training Units

- Purpose. The statement of rationale or reason for offering the training unit clarifies the need for training.
- Goals. A list of desired end results clarifies the projected outcome of the training unit.
- Suggested Group Size. The number of people easily accommodated by the suggested training unit process. For many training units, any number of participants can be accommodated but for some units, a maximum group size should be suggested when the training process dictates small group interaction, exercises or laboratory practice sessions.

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- Time Required. Generally speaking 1½ - 2-hour workshops represent the maximum block of time available from volunteers or school staff on working days. Saturday or released-day programs, if scheduled, would combine several single units.
- Physical Setting. The ideal place and the arrangement of the facility must be considered for maximum unit effectiveness.
- Process. The sequence of events which will best facilitate the particular goals established effects the overall success of a training unit.
- A workable General Format or Outline Might Be:
  Time: 1½ - 2 hours.
  Introduction of school and volunteer personnel.
  Skill Session - vary techniques.
- Materials. The list of materials necessary to complete the learning process should be compiled so that the appropriate material may be prepared and obtained prior to the training session.

PROFESSIONAL STAFF ORIENTATION

Most universities adequately prepare education students to be classroom teachers and educational specialists. They graduate certificated professionals with adequate background in both subject matter and teaching methods. Yet most universities do little to train these potential teachers for effective management. All teachers are at some time or another involved in managing the efforts and activities of others. Some do this quite naturally and quite well. Others are ill-equipped and insecure in this role.

For most teachers, management of volunteers is a new concept. Information and procedures are foreign and often threatening and if some attention is not given to preparing the professional staff for volunteer usage, the working relationship between volunteers and teachers or administrators is not always satisfactory. Clearly defining the staff-volunteer relationships before any cooperative venture is undertaken increases the likelihood of effective, positive volunteer programs.

In its first report, "Organizing for Learning," the Commission on Public School Personnel Policies in Ohio noted that "it is not enough just to train classroom aides — teachers and principals need to be trained to use them effectively."

Before any successful volunteer program can begin, both staff and volunteer should agree on and accept their respective roles. Limits on volunteer actions must be defined. Guidelines for establishing working volunteer/staff relationships must be available to both groups. Questions must be considered. How much time should volunteers be expected or permitted to serve? What are the outer limits of their assignments and responsibilities? Who will be responsible for their training and supervision?

In addition, matters of policy must be considered. Where may the volunteer park a car? What lounges and building areas are available to the volunteer? To whom should the volunteer report absences? Which staff meetings may a volunteer attend? What materials may a volunteer request of the principal, of the teacher, of the Volunteer Services Organization?

Even after these and other questions are answered, the volunteer/staff relationship depends heavily upon a working environment conducive to mutual collaboration. Such a climate can be created and sustained only when definite principles of human relations prevail. Both volunteers and staff members must share a common purpose by accepting the goals and objectives of that particular educational program. Techniques for creative problem-solving (such as values clarification, goal-setting, conflict-management, and self-awareness) are useful for managing successful inter-personal relations. Volunteer/staff interaction should employ these techniques.

Consider the fact that both volunteers and staff members have personal as well as professional needs. Success of the volunteer/staff interaction can be greatly enhanced if these needs are recognized and addressed by everyone involved. Whether stated formally or under-

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stood implicity, rights and responsibilities must be respected by both volunteers and the staff. The volunteer, for example, has a right to a job assignment which is worthwhile, challenging, and either utilizes existing skills or develops new ones. The volunteer, in turn, must accept assignments in line with his capabilities and seek guidance when necessary. The professional staff should assist the volunteer who is ready for new experiences as well as finding assignments for the mis-placed volunteer.

RESPONSIBILITIES ASSUMED BY THE TEACHER IN THE VOLUNTEER PROGRAMS

1. Planning classroom procedures.
   - Familiarize volunteer with classroom facilities, work areas, reading tables, record and book supply, storage areas, student storage areas.
   - Provide class members' name list including chart currently in use.
   - Familiarize volunteer with classroom instructions, procedures, including teacher's basic educational philosophy.
   - Familiarize volunteer with classroom break procedures (recess, rest room procedures).
   - Introduce volunteer to teachers in rooms near the classroom the volunteer services.
   - Discuss teacher-volunteer expectations concerning volunteer services.
   - Discuss with volunteer confidentiality of students' records.
   - Issue testbooks or materials needed by volunteer.
   - Provide opportunity for volunteer to observe teacher and students.
   - Discuss training necessary for volunteer to effectively complete assigned tasks.
   - Itemize training to be provided by teacher.
2. Planning One-to-One Help.
   - Select student(s) who desire and need extra help. (The amount of time devoted to each child is left up to the classroom teacher.)
   - Check out testbook to the volunteer.
   - Accompany student to the initial session with the volunteer and provide specific plan of pages and materials to be covered.
   - Try to keep help on a one-to-one basis unless arrangements can be made with volunteer.
   - Be prompt with materials. Be sure volunteer has materials in advance to adequately prepare for session.
   - Be willing to guide and help the volunteer if problems arise.
3. Planning for volunteer general classroom assistance.
   - Have materials and specific accompanying directions ready for volunteer.
   - Volunteers should have access to a typewriter and, if qualified to operate one, to the ditto machine.
   - Try to make clerical type duties meaningful. Avoid assigning volunteer busy work.
4. The teacher's role in supervision.
   - Plan some time for volunteer/teacher pre-planning:
     Allocate twenty minutes before or after classroom service for planning.
     Initiate telephone planning sessions at the convenience of both teacher and volunteer.
     Supply instruction feedback forms, if necessary, for volunteer working with individual or small group tutoring activities.
   - Plan some time for periodic volunteer evaluation. Commend volunteer for competencies, encourage volunteer to engage in activities that could foster growth. When available provide volunteer with materials which may help him to become a more able assistant.
5. The teacher's role in evaluation.
   - An evaluation form will be provided to be forwarded at the end of each year (this evaluation form can be utilized personally for periodic volunteer evaluation).
   - Any problems occurring during the year should be immediately referred to the building staff coordinator.
6. The teacher's role in recognition.
   - Participation in any planned building recognition.
   - Periodic personal recognition of volunteer including student remembrances and verbal "thank you's."

A productive union between volunteer and staff requires concepts, skills and understanding similar in many respects to those which govern the working relationships in any organization. If the volunteers are to be utilized as auxiliary school personnel, then they must be considered as such and given a place in the personnel system.

Components of Staff Orientation

Recognizing that concepts and skills relating to personnel management must be shared and applied by the staff, what elements should be included in a staff orientation program? If its goal is to generate awareness of the personnel function of volunteer programs and volunteers,

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then it is crucial that staff members develop knowledge and skills to assume their responsibility for planning, volunteer recruitment, and orientation, volunteer development and appraisal, volunteer retention, recognition and compensation, job security, volunteer organization theory, and, finally, organizational democracy.

Why Orient Staff?

Quite simply, in a teacher/volunteer team effort, the teacher is the manager of activities performed by auxiliary personnel. The quality of assistance received by the teacher and her students, therefore, is dependent tc a large degree on the direction provided by the teacher. The effectiveness or success of volunteer programs is directly related to how well the teacher uses volunteer help.

What Should be Included?

Direction must be consistent with the needs of the staff at each school. These needs include general information related to teacher/volunteer working relationships and specific information related to each kind of volunteer assistance. The general information is basic and applicable to all schools using volunteers. The specific information depends on the kinds of volunteer services performed in individual schools.

How Should Users of Volunteers Be Oriented?

The kind of orientation offered must relate to the staff needs and volunteer programs at each school. In general, group orientation sessions are most effective because they require less time to conduct and because a greater exchange of questions and ideas among the participants is possible.

The time required for an effective orientation may vary. Even when time is limited, a short group orientation session accompanied by hand-out materials is preferable to no orientation at all. In general, however, sufficient time for the group to receive information sufficient for planning and decision-making must occur before volunteers may be brought into the school.

Since orientation information depends on the individual school staff and volunteer programs, orientation should occur at the school building. It should be planned and facilitated by a school volunteer program planning committee composed of the principal, staff coordinator, volunteer coordinator and Area Coordinator/Liaison from the School Volunteer Organization.

What Materials Can the Planning Committee Use?

The materials included for staff orientation are grouped into two complete programs and the planners can elect to use the agenda in its entirety or select component parts and exercises from each program and create its own agenda.

The time of each session can easily be varied. Each agenda permits varying degrees of participant involvement and includes individual group discussion and printed hand-out materials.

The approach selected is an important decision of the planning committee. Although time available must be given careful consideration, meaningful group involvement and sufficient understanding are the ultimate goals of effective staff orientation. If the planning committee agrees that group participation and thorough understanding are vital to the establishment of a viable volunteer program at the school, they should attempt to schedule a meeting with sufficient time to accomplish these goals in the most meaningful way.

After the planning committee has selected the most appropriate approach and agenda, they are ready to attend to details. When and where will the orientation be held? How will the staff be notified? What materials should be duplicated? Should some materials be provided to participants prior to the session? Who is responsible for each item on the agenda?

With the details of the meeting worked out and the goals established, orientation should contribute much to the success of a school volunteer program and represent a worthwhile experience for the staff involved.

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VOLUNTEER PROGRAM RESOURCE LIBRARY

After needs are identified, and after the decision has been made to seek solutions which might alleviate those needs, the process of selecting the most appropriate solution begins. Usually, numerous volunteer program possibilities are available. Some programs may be entirely new. Others may have been implemented elsewhere.

The resource file is a valuable information source in planning innovative volunteer programs. The file can provide information on types of existing volunteer programs, methods of recruitment and training of volunteers, and services that volunteers can perform.

The creation of a resource information file is a simple process. But it requires decisions that can only be determined by the specific organization needs based on goals and objectives. Can the money spent for the file be justified? Will the organization disseminate the materials it creates?

The process of finding available pertinent information begins by communicating with people or organizations involved in and knowledgeable about volunteer activities and materials. The next step is to obtain literature from known volunteer organizations, find out what materials exist and obtain names and addresses of other volunteer associations, clearinghouses, programs and publications.

Write to these organizations asking for their publication lists and for your organization to be added to their mailing lists.

From the information received, choose the periodicals that are most informative in the area of interest and subscribe to them. This will provide a source of new ideas, names, programs and publications. Publication lists and bibliographies should be checked for new materials and retained for future reference. Publication lists are expecially useful since the price, publisher, and an annotation of the item are usually included in the listing.

Join the "professional" volunteer associations either personally or as an organization. The associations are great sources of information. Often these groups publish a newsletter or periodical, direct workshops, and hold conventions. A membership opens up an area of both human and printed resources.

The federal government, especially the Department of Health, Education and Welfare, is involving itself with volunteers in many fields and is a source for thoroughly developed and inexpensive materials.

Commercial publishers list materials that can be applicable but published volunteer material is not abundant. It is worth checking to see what their catalogs contain.

While reviewing lists of available materials, check the items which are of interest. Keep a separate notation of those to be ordered, including author, title, price, publisher and publisher's address. If a review is available, mention that also. Check carefully for items which seem to be duplications and reconsider in terms of budget constraints those items which may be costly. If necessary, make any inquiries concerning price and current availability before actually preparing requisitions and purchase orders.

How To Develop A Filing System

Resource materials vary in formats and sizes. They include commercially published books, pamphlets and periodicals, as well as mimeographed forms, flyers, posters and packets. In addition, authors, titles and other identifying information are not always included. These variables should be considered in deciding which method to use in filing. The needs of the people using the materials are also very improtant. Is access by place, subject or author more important? How much use will the material receive? Will anyone other than staff use the materials? Deci-

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sions must be made concerning how to catalog material after its initial review. For the resource information file to be really effective, the material must be relevant and easily retrievable.

Several filing systems can be employed to make the material retrievable. All materials can be filed alphabetically by author. This is an especially good method for published material. The drawback in exclusively establishing this system is that some items may have corporate authors or no author at all.

All materials may be filed under the name of the place of publication. This method keeps all materials from one program together and gives a complete picture of the volunteer activity in a specific city and school system. It is not a good method for filing commercially published books or pamphlets.

A third method for categorizing materials can combine author and place of publication. There are two ways to file using this combination approach. The material can be inter-filed in one system (author and place, alphabetically) or filed separately (one file for each, alphabetically.) The inherent problems found in either cataloging method are easily overcome by electing to employ a system combining both approaches.

In most instances, the material needed relates to a specific subject or program (for example, recruitment or school volunteer tutors). To develop a subject method of retrieval takes time and effort which may be costly. The extent of requests for information and the ease and efficiency of its retrieval must be considered before making a commitment to subject cataloging for the resource information file.

If the materials are mainly nonpublished documents, packets, forms and article reprints, it would be advisable to investigate vertical file systems. A vertical file houses miscellaneous forms of materials in filing cabinets. The materials are not individually cataloged but they are filed by subject. It would still be necessary, however, to adapt the system for volunteer materials.

There are several subject cataloging/classification systems that can be adapted. The two best known are the Dewey Decimal and the Library of Congress. Neither has appropriate categorical designations for volunteer material, therefore, to be applicable, either must be modified. The number divisions of either system can be combined with subject descriptors (key words) used in volunteer operations.

If the resource information file is to contain materials relevant to a single subject area of involvement (for example, education or rehabilitation), the possibility of a special cataloging/classification system for that subject exists. Special libraries in that particular field may have developed their own system which can be modified for volunteer materials.

The Volunteer Services System used the Educational Resources Information Center's (ERIC) thesaurus of subject descriptors as the basis for developing its cataloging/classification system. The ERIC Thesaurus lists two types of terms — descriptors (key words) and synonyms — acceptable for indexing and searching in the ERIC system. The terms are very specific in each category, which provides excellent subject detailing. Numerical divisions were arbitrarily assigned to groups of descriptors, based on a system fabricated to correspond to descriptor grouping.

SAMPLE #1 SUBJECT HEADINGS

(Showing Subdivision of Volunteer Programs)

I. VOLUNTEER PROGRAMS
(sub-divided)

1. Adult Basic Education
2. Adult
Adult Vocational Education
After School
American Indian
American Literature
Arithmetic

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Art
Audio Visual
Blind
Business Education
Career Choice/Education
Catholic Schools
Child Care
Church
College
  A. College (student to student)
  B. Community
Community
  A. Action
  B. Civic
  C. Recreation
  D. Service
  E. School
Companions
Consolidated Schools
Consultant
Consumer Economics/Education
Continuing Education
Co-operative
Co-ordinators
Correctional
Counseling
County
Court
Cross-Age
Cultural
Day Care
Deaf
Delinquent Rehabilitation
Demonstration
Dental
Disadvantaged Youth
Drop-Out Prevention
Early Childhood Education
Economically Disadvantaged
Educable Mentally Handicapped
Educational Disadvantagement
Educational
Elementary School
Emotionally Distrubed Children
English
Evening
Exceptional Child
Family
Fathers

SAMPLE #2 SUBJECT HEADINGS

VOLUNTARY ORGANIZATIONS
VOLUNTEER

VOLUNTEER AIDES

Volunteer Administration
Volunteer Agencies
Volunteer Coordinators
Volunteer Curriculum
Volunteer Experiences
Volunteer Handbook
Volunteer Motivation
Volunteer Newsletter
Volunteer Opportunities
Volunteer Organizations
Volunteer Orientation
Volunteer Placement
Volunteer Programs
Volunteer Recognition
Volunteer Recruitment
Volunteer Retention
Volunteer Role
Volunteer Services
Volunteer Training
Volunteer Utilization
Volunteer Workshops

VOLUNTEERS

Volunteers — Health
Volunteers — Parents
Volunteers — Professional
Volunteers — School
Volunteers — Social work

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SUMMARY

A resource information file is a collection of materials from outside agencies gathered to provide useful knowledge resulting from experience and expertise in the volunteer field.

The process of creating a resource file includes:

- Selecting of materials from appropriate sources.
- Building office files.
- Developing a classification scheme.
- Developing a card catalog.
- Adapting subject headings.
- Cataloging materials.
- Creating forms for circulation and evaluation.

Full utilization of a resource file facilitates decision-making relating to program selection. This selection process is really part of a cycle which begins with the gathering of literature for the resource file and concludes with dissemination of information about the volunteer program ultimately selected. The exchange of information is essential not only to the development of new volunteer programs within a Volunteer Services System, but to the improvement of volunteer services everywhere.

A thorough review of program options and an evaluation of system resources including available personnel and budget should provide an adequate base of useful information needed for program selection.

FUND RAISING

by
STEPHEN HAMEROFF
HAPPY BIRTHDAY AMERICA
P. O. BOX 1776
WORTHINGTON, OHIO 43085

The art of separating people from their money is accomplished by finding a need involving a large number of people, then meeting that need for a profit. Fund raising is such an art when that profit is intended for a worthy cause

In order to better help you raise the necessary funds required within the education committtee, this article is divided into three parts: 1) Basic rules of fund-raising; 2) Types of fund raising; and 3) An example program.

BASIC RULES OF FUND RAISING

1. TRY TO GET IT FOR NOTHING. Be it a product or a service, you're going to make more money the less you have to spend.
2. IF YOU CAN'T GET IT FOR NOTHING, GET IT AT COST OR WHOLESALE.
3. DEVELOP A PLAN OF ACTION. A flexible, step-by-step program accompanied by a brief organizational chart lets you see where you are and where you're headed.
4. ESTABLISH A DEFINITE MONETARY GOAL. If it's your first time out, it may be a good idea to keep your announced goal low. This way, going over the top the first time establishes a winning atmosphere for the next round.
5. EVALUATE THE PERFORMANCE AFTER THE PROJECT IS OVER. Take notes. They will be invaluable for later projects.
6. KEEP RECORDS OF EVERYTHING. 100

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These simple yet necessary rules apply to most types of fund-raising.

There are, generally, six areas of small organization fund-raising.

1. Selling Something People Want to Buy.
2. Selling Service Such As A Car Wash Or Lawn Mowing Weekend.
3. Social Selling. Antique Shows, Auctions, Art and Craft Shows.
4. Show Business. A performance of some type whereby money is made through the selling of tickets.
5. Gambling. These projects, such as Las Vegas or Monte Carlo Night, are usually the most complicated and require the greatest organization. Ticket Selling and Promotion are the key ingredients here.
6. Food. We all have to eat. Projects such as Donut Days and Barbeques take good coordination and an eye for food value.

AN EXAMPLE FUND-RAISING PROGRAM

The "1776" Club of Jefferson Middle School decided to meet an obvious need for more historical books in the school's library. This club was established on and guided by the principles set forth in the "Horizons" program put out by the American Revolutionary Bicentennial Administration. Their goal was to raise $1,000.00 in order to purchase these books using a timely theme: HAPPY BIRTHDAY AMERICA!

Their fund-raising program consisted of two parts. The first was the sale of badges (door to door) with the imprinted name HAPPY BIRTHDAY AMERICA accompanied by an attractive Bicentennial symbol, Ameri-Star. The fifteen member club canvassed the neighborhood and (whether or not they sold a badge) a printed, perforated coupon was left with the person at home. On one side of the ticket was an order form whereby the person could send in their money and purchase a HAPPY BIRTHDAY AMERICA T-Shirt. These shirts were worn by the students at the time of the sale. The remaining portion of their coupon was their free ticket of admission to a HAPPY BIRTHDAY AMERICA dance to be held in three weeks. The free ticket was good only if the customer was wearing the T-Shirt. Tickets were, of course, sold at the door.

Ten days prior to the dance three select members of the club sent out releases to the radio stations and neighborhood newspapers. These releases were short and concise (who, what, where, what for).

The T-Shirts became so popular that several small local businessmen bought several dozen of them from the school, put signs in their windows, and gave them away with a purchase in their store. Word began to get around through the various releases sent out and word of mouth advertising. Needless to say, the "1776" Club met their goal and, in addition, signed up six more members for their Club.

Major points of this (true) example are:

1. The products being sold were highly visible and inexpensive.
2. The theme was in good taste and timely.
3. The entire program was given almost two months in which to work.

Of course, there are many variations of a theme. But, with proper organization and imagination, it should be easy to hit upon a fund-raising idea that is both fun and accomplishes its task.

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CHAPTER FOUR

STAFF: MAINTAINING THE VOLUNTEER SERVICES SYSTEM

Staff Organization

STAFF: MAINTAINING THE VOLUNTEER SERVICES SYSTEM

STAFF ORGANIZATION

A Volunteer Service System (VSS) is actually an organization within another organization — the school system. The Volunteer Services System organization has five main areas that are inter-related.

- The Administrator, V.S.S.
- The Volunteer Programs Operations
- The Volunteer Personnel Operation
- The School Level Operations
- The Advisory Council

As in any organization, the policies and procedures, the long-term goals, the yearly measureable objectives, the scope of services, the lines of authority and communication must be determined for the total Volunteer Services System as well as for each area of operation. Job descriptions for each individual, paid or volunteer, within each area of operation must be written. Again, the size of the organization determines how many people are filling each role, or if one person is assuming more than one responsibility.

Just as there is an organizational structure for the Volunteer Services System, there must also be organization within the individual schools which includes:

- The Administrator (Principal)
- The Volunteer Programs Operation (Staff Coordinator)
- The Volunteer Personnel Operation (Volunteer Building Coordinator)
- Volunteer Services System Consultant (School Volunteer Operations Representative)
- Teachers
- Volunteers

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The connection between the Volunteer Services System and the individual school building is the School Volunteer Operations Representative of the Volunteer Services System. This connection provides a two-way information flow between individual school and the Volunteer Services System. There is also a flow of communication among all schools.

And so the organization has various levels of decision-making. People are filling needed roles and performing their tasks in a uniform way. Imagine all activities going on, all the people involved, all the many unique personalities. The thought is awesome.

Every area of operation specifies different needs for people with varying abilities, resources and interests. Tabulating the numbers of volunteers is only part of the picture. Each school staff member who makes a decision or works with a volunteer or volunteer program is part of the Volunteer Services System. The Volunteer Services System could conceivably touch every school and department of the school system. Thus the concerns of the school system and the Volunteer Services System are basically one and the same. The concept is especially intriguing if one visualizes the community as part of the Volunteer Services System too. The Volunteer Services System in its largest sense could, therefore, be visualized as the link between the school and the community.

Management: The Administrator

The administrator of Volunteer Services is responsible for administrative decisions relating to the policies and procedures of the Volunteer Services System, its organization and operation. To a large degree, the success of most organizations is dependent on their quality of leadership. Effective leadership is composed of three basic components:

1. Personal Magnetism (The Dynamic Component).

The degree of success an organization achieves in terms of attaining goals is largely the result of human interaction between the leader and his group. The administrator who can involve, motivate and commit others to work toward his organization's purposes, who can inspire others to work energetically and enthusiastically for the organization's goals is really a leader.

2. Perceptual Foresight (The Creative Component).

The leader is the organization's visionary — the person who carries in his mind the grand design which outlines where the group is ultimately headed.

3. Management Skills (The Technical Component).

Many skills can be employed to effectively manage the group's activities. The study of basic group dynamics — problem solving, conflict management, decision-making, and team building — can help the organization's leader to direct, coordinate and control the activities of the group.

TYPE OF WORK: **ADMINISTRATOR**

DUTIES OF JOB:

1. Enlists the support and encouragement of the superintendent of the Board of Education.
2. Supervises the on-going activities and operations of all school volunteer services and programs.
3. Determines the development of new volunteer programs based upon recommendations from analyzed data reports and appropriate advisory bodies.
4. Determines the scope and direction of school volunteer operations.
5. Determines the policies and procedures governing volunteer personnel operations.
6. Supervises the development and maintenance of the budget.
7. Supervises all Volunteer Services System personnel, both staff and volunteers.

The Advisory Council

The Advisory Council membership, as viewed by most volunteer ogranizations, is much more than an honorary position. Most Advisory Groups are composed of individuals representing a cross section of the community. The members are involved workers who often devote much volunteer time to the management of the organization.

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TYPE OF WORK: **ADVISORY COUNCIL**

DUTIES OF JOB:

1. Reviews and recommends purpose, policy, goals and objectives to the Administrator of the Volunteer Services System within the framework of Board of Education policies and administrative regulations.
2. Supports the objectives and program of the volunteer services.
3. Provides effective and wise guidance of the school volunteer program and role in the community within the approved framework.
4. Promotes communication between the school volunteer program and organizations in the community concerned with the educational needs of students.
5. Periodically reviews volunteer program evaluations in an effort to strengthen the volunteer programs and the quality of Volunteer Services System.
6. Makes recommendations to the administration and to the Board of Education regarding the volunteer program and related concerns involving the education of students and the school system ties with the community.
7. Forms working committees to perform tasks and carry out projects necessary for successful operation of the Volunteer Services System as determined by the Administrator of Volunteer Services System.

DESIRABLE QUALIFICATIONS:

Members of the school system and the community actively participating, knowledgeable and interested in the volunteers in education programs.

School Volunteer Operations

The School Operations team is often composed of both staff and volunteers including the Area Coordinator, the school principal, the staff coordinator, the teachers, the volunteer coordinator and the program volunteers.

Regardless of whether those involved are paid professionals or volunteers, the functions they must perform remain constant. The key to their successful implementation of school volunteer programs lies not only in their ability to perform their own individual jobs but also in their willingness to work as a team.

Success is the result of coordinated and cooperative team effort instead of competitive individual behavior. Their focus must constantly remain on the type and quality of service offered to the schools' students. They must continually assess the needs of the groups served and by communicating and planning with them offer those services most needed and requested.

TYPE OF WORK: **SCHOOL VOLUNTEER OPERATIONS CHAIRPERSON**

RESPONSIBILITY: The persons conducting School Volunteer Operations are responsible for the operation of all school volunteer programs within the guidelines of the Volunteer Services Systems.

DUTIES OF JOB:

1. Acts as liaison between the Volunteer Service System and the individual school volunteer programs.
2. Provides training for and consults with school volunteer personnel in developing school volunteer programs and a system for managing school volunteers.
3. Coordinates the development and revision of all materials disseminated to school volunteer programs.
4. Initiates and maintains open channels of communication and feedback activities between Volunteer Services System and all school volunteer programs.
5. Coordinates all public relations and materials dissemination activities related to the operation of the school volunteer programs.
6. Coordinates the collection, tabulation, analysis and synthesis of all evaluation and needs assessment data from school volunteer programs.

DESIRABLE QUALIFICATIONS:

1. Has a Bachelor's Degree.
2. Has a valid teaching certificate.
3. Has experience working as a volunteer and with volunteers.
4. Has previous experience in leadership, administrative and decision-making activities.
5. Has previous experience in skills training.
6. Has complete familiarity and understandigg of the workings of the Volunteer Services System.
7. Has capability of establishing and maintaining positive working relationships.

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TYPE OF WORK: **AREA COORDINATOR**

RESPONSIBILITY: The Area Coordinator is responsible to the School Volunteer Operation for the purpose of establishing and maintaining a well-coordinated individual school volunteer program that follows procedures and processes of the Volunteer Services System.

DUTIES OF JOB:

1. Acts as the coordinator of all volunteers in the designated area.
2. Works cooperatively with other Area Coordinators for the successful operation of the total school volunteer program effort.
3. Acts as liaison between the designated schools and the Volunteer Services System through School Volunteer Operations.
4. Receives all records of volunteer activities in the individual schools, compiles them and provides a report to the School Volunteer Operations.
5. Assists in recruitment of resources at the area and building level.
6. Assumes responsibility for enlisting support of neighborhood agencies and publications under direction of the Volunteer Services System.
7. Assists in placement of volunteers in school building.
8. Consults in training and orientation of volunteers at building level.
9. Develops and conducts orientation of staff in the use of Volunteer Services System.
10. Acts as consultant in development of new programs at building level.
11. Assists in revising school volunteer program material.
12. Monitors and assists in the operational plan as developed in each school.
13. Identifies names of interested volunteers for position of greater responsibility in the total Volunteer Services System.

DESIRABLE QUALIFICATIONS:

1. Has earned a Bachelor's Degree and a Teachers' Certification.
2. Has demonstrated skill in dealing with members of the community.
3. Has demonstrated some experience in volunteer work.
4. Shows willingness to serve in this capacity for a minimum of a school year.
5. Shows enthusiasm for the concept of volunteers in education.
6. Demonstrates capability for establishing positive working relationships.
7. Possesses ability to compile and assist in analyzing data pertaining to the Volunteer Services System.
8. Has had previous experience in training of teachers and volunteers.
9. Has total familiarity with the materials and procedure of the school system and the Volunteer Services System.
10. Has had experience with producing performance-based learning materials.

TYPE OF WORK: **PRINCIPAL**

RESPONSIBILITY: The Principal is responsible for the assessment of the building needs and the environment for instituting an organized school volunteer program in conjunction with the Volunteer Services System.

DUTIES OF JOB:

1. Decides, after careful assessment, to develop a school volunteer program.
2. Designates a staff member to fill the role of Staff Coordinator (The Principal may reserve this role for himself).
3. Designates volunteer to fill the role of Volunteer Building Coordinator.
4. Works with the representative of School Volunteer Operations and selected school staff and neighborhood community members to design volunteer programs which meet building needs.
5. Cooperates with the School Volunteer Operations representative, the School staff and volunteers in supervising the volunteer program implementation.
6. Participates in yearly Volunteer Services System evaluation of services provided by the Volunteer Services System and by volunteers.
7. Based on school data provided by the evaluation report, determines revisions needed for individual school volunteer program.
8. Terminates the participation of a volunteer worker when it is deemed necessary.

TYPE OF WORK: **STAFF COORDINATOR**

RESPONSIBILITY: The School Staff Coordinator is responsible to the Principal of the school in which he is a regular staff member.

DUTIES OF JOB:

1. Serves as a liaison between the school and the School Volunteer Operations.
2. Serves as the orientation program for teachers using volunteers.
3. The facilitator of and conducts any group training program for volunteers at the local school level.
4. Assists in placement of volunteers in the school according to documented needs.
5. Provides all feedback information and monitoring data to the School Volunteer Operations concerning the school volunteer program.
6. Assists school staff in effective use of volunteers.

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TYPE OF WORK: **TEACHER**

RESPONSIBILITY: The Teacher is responsible for cooperating with the building principal in assessing students' needs for a volunteer program and, if a volunteer program is instituted, with the School Volunteer Operations representative and the Staff Coordinator for monitoring and managing the school volunteer activities.

DUTIES OF JOB:

1. Participates in staff orientation session pertaining to the effective use of school volunteers.
2. Familiarizes volunteer with teacher's basic educational philosophy, expectations for volunteer assistance and classroom duties and procedures.
3. Familiarizes volunteer with work and rest areas available in the school.
4. Introduces volunteer to teachers in rooms nearby.
5. Issues textbooks or materials needed by the volunteer.
6. Provides appropriate task-related, in-service training, including an opportunity for the volunteer to observe the teacher working with students.
7. Provides time for teacher/volunteer planning and continuous appraisal activities.
8. Participates in yearly evaluation of the school volunteer program.
9. Recognizes volunteer's contributions by participating in planned building recognition programs by periodically remembering to personally thank the volunteer.
10. Requests new or additional volunteers by use of the appropriate forms and procedures.
11. Refers all unmanageable problems connected with volunteer activities to the Staff Coordinator.

TYPE OF WORK: **VOLUNTEER BUILDING COORDINATOR**

RESPONSIBILITY: The Volunteer Building Coordinator is responsible for being the liaison between the professional staff in the individual school and the volunteers serving in that school for the purpose of maintaining a well-coordinated school volunteer program.

DUTIES OF JOB:

1. Acts as the coordinator of all volunteers in the school building.
2. Works cooperatively with the Staff Coordinator for the successful operation of a school volunteer program.
3. Maintains all records of volunteer activities in the school for use by the Volunteer Services System.
4. Takes responsibility for recruitment in the school community.
5. Enlists support of neighborhood agencies and publications.
6. Secures completed volunteer applications and trains other volunteers to conduct the volunteer interview, discusses types of volunteer services needed in the school and places the volunteers.
7. Receives new requests from teachers for volunteer services and locates volunteer(s) to fill that request.
8. Provides basic orientation for all volunteers in the individual school.
9. Makes available all materials and supplies necessary for the successful operation of the volunteer program in the school.
10. Identifies volunteers for positions of greater responsibility in the total Volunteer Services System.
11. Plans meetings for volunteers for exchange of ideas and problem solving.
12. Arranges for substitutes when volunteer must be absent.
13. Arranges for recognition of volunteers' services.

TYPE OF WORK: **VOLUNTEER**

RESPONSIBILITY: The Volunteer is responsible for working under the direction of and in cooperation with the school professional in charge.

DUTIES OF JOB: Generally the volunteer assignment will involve tasks related to one or more of the following areas:

1. Providing instructional assistance.
2. Providing classroom assistance.
   - Assisting with classroom chores.
   - Preparing materials requested by staff.
   - Providing clerical assistance.
   - Assisting with classroom enrichment or special events.
3. Providing special services.
4. Assisting with monitoring activities.

DESIRABLE QUALIFICATIONS:

1. Shows a sense of dedication and desire to assist the school staff in providing maximum educational opportunities for all children.
2. Shows positive attitude and an interest and enthusiasm for working with children.
3. Shows ability to work cooperatively with school personnel.
4. Shows adequate communication skills.
5. Has good physical health and moral character.
6. Has a negative prognosis from TB test.
7. Shows flexibility of skills.
8. Shows willingness to receive appropriate orientation and training.
9. Shows regularity of attendance.

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Personnel Operations

The Personnel Operations Team coordinates and communicates the "people" activities of volunteer services. The Personnel Operations group handles the placement process for volunteers recruited by the Central Office, compiles volunteer data from all individual schools, and coordinates public relations activities.

It is this team's responsibility to keep track of what is going on in the out-in-the-schools volunteer world. Much of the communication flow both within the organization and between the organization and various segments of the general public is conducted by this team.

In addition to communicating, record-keeping and compiling information for the purpose of evaluation, the community resources coordination logically occurs as a part of the central offices personnel activities.

Community Resources volunteers collectively represent a human library of volunteer expertise centrally recruited and available to all the individual schools in the system who request their services.

TYPE OF WORK: **VOLUNTEER PERSONNEL OPERATIONS**

RESPONSIBILITY: The persons conducting Volunteer Personnel Operations are responsible for the overall organization and management of the Volunteer Services System, volunteer personnel activities and procedures. In addition, these persons coordinate all public relations activities.

DUTIES OF JOB:

1. Coordinates the collection, compiling, retrieval and reporting of all statistical information.
2. Supervises the handling of all forms and the procedures comprising volunteer personnel operations.
3. Supervises office staff involved with volunteer program personnel operations.
4. Provides training for all staff and volunteer personnel involved in interviewing potential volunteers.
5. Coordinates the development and dissemination of all materials related to public relations for the Volunteer Services System.
6. Coordinates all activities pertaining to the recruitment of business and industry resources.

DESIRABLE QUALIFICATIONS:

1. Has a Bachelor's Degree.
2. Has a valid teaching certificate.
3. Has experience working as a volunteer and with volunteers.
4. Has previous experience in leadership, administrative and decision-making activities.
5. Has previous experience in skills training.
6. Has complete familiarity and understanding of the workings of Volunteer Services System.
7. Has capability of establishing and maintaining positive working relationships.

TYPE OF WORK: **EVALUATOR**

RESPONSIBILITY: The Evaluator or Information Analyzer is responsible to the Administrator of Volunteer Services System for collecting, analyzing and providing information needed for sound decision-making related to the policies, programs, procedures, and personnel of a Volunteer Services System.

DUTIES OF JOB:

1. Reviews program descriptions and objectives for clarity, validity, and completeness.
2. Designs evaluation procedures for monitoring and final appraisal purposes.
3. Designs evaluation instruments, including procedure for:
   - Distribution of instruments.
   - Collection of instruments.
   - Processing of instruments.
   - Analysis of instruments.
   - Interpretation of findings.
   - Reporting findings, with appropriate recommendations and decision alternatives.
4. Develops information gathered into a monitoring system to facilitate decision-making.
5. Interprets information to audiences outside the Volunteer Services System as needed (such as Board of Education or community).
6. Provides consultation service to school staff and other related personnel in developing locally designed instruments or forms as needed.
7. Assists in writing grant proposals for new projects or other program innovations if desired.

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8. Conducts final appraisals to provide information for decision-making concerning program termination, modification or continuation.

DESIRABLE QUALIFICATIONS:

1. Education background should include training in:
   - Educational research and evaluation.
   - Educational program development.
   - Instrument development.
   - Statistical analysis.
   - Report writing.
   - Project management techniques, such as PERT or similar systems.
2. Either as a result of related job experience or self-learning, the Evaluator should:
   - Be knowledgeable of volunteer activities.
   - Be aware of principles of group processes and interaction.
   - Be aware of different audiences and their levels.
   - Understanding when confronted with interpreted data.
   - Be able to write well using written language appropriate to the specific audiences addressed.
3. The Evaluator needs to be able to function in a role directed by the Administrator while at the same time demonstrating sufficient independence and initiative to anticipate and support the information needs of the Administrator.

TYPE OF WORK: **COORDINATOR, COMMUNITY RESOURCE VOLUNTEER PROGRAM**

RESPONSIBILITY: The Community Resource Coordinator is responsible to Volunteer Personnel Operations for the interviewing, screening and placement of volunteers in the Community Resource Volunteer Program as requested by professional school staff.

DUTIES OF JOB:

1. Receives and processes volunteer applications.
2. Interviews and screens volunteers for Community Resource Volunteer Programs.
3. Places screened volunteers in programs upon request by professional school staff.
4. Supervises the distribution of Community Resource program handbooks and related materials as requested.
5. Maintains an up-to-date file of volunteers and receives evaluations of their effectiveness.
6. Receives continual information on new needs for additional volunteer programs and on the availability of volunteers for these programs.

DESIRABLE QUALIFICATIONS:

1. Any combination of training and experience equivalent to completion of two years of college and two years experience in a community service organization. Additional college training may be substituted for the required experience on a year-to-year basis.
2. Good knowledge of school curriculum and programs; general knowledge of wide fields of occupational skills, hobbies, crafts; skilled in teaching and presenting ideas to groups of children and adults effectively; ability to relate with people of varied backgrounds and interest; ability to effectively supervise volunteer workers.

Program Operations

The Program Operations team provides needed support services to program operations. The Program Operations team coordinates the development and implementation of materials and/or group sessions identified by the School Operations team as necessary to the effective operation of good school volunteer programs.

This very vital resource service enables those members of the school operations team who are working in the field to offer volunteers and school staff the information they need to do an effective job.

To develop meaningful orientation programs, training workshops and prepared materials (manuals, handbooks, and audio visuals), the program operations must work very closely with the school operations to assess precisely what is needed and then develop programs and materials which meet those needs.

Program Operations also coordinates the development of new Volunteer programs needed by the schools. In addition, this team is responsible for implementing and maintaining a reference file of materials pertinent to volunteers in education.

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TYPE OF WORK: **VOLUNTEER PROGRAM OPERATIONS**

RESPONSIBILITY: The persons conducting Volunteer Program Operations are responsible for coordinating the development and materials needed for existing volunteer programs and for coordinating the development of new volunteer programs that meet the assessed needs of students.

DUTIES OF JOB:

1. Acts as liaison between the Volunteer Services System and the volunteer programs of the school system.
2. Coordinates the development of new volunteer programs as directed.
3. Coordinates the development and revision of all materials related to the planning and preparation of volunteer programs for school system.
4. Provides training for and supervises the activities of the volunteer program developers.
5. Coordinates the collection, cataloging and use of all Reference File materials.
6. Receives reports of analyzed data related to volunteer programs and coordinates the decision-making activities based on these reported results.
7. Initiates and maintains open channels of communication and feedback activities.

DESIRABLE QUALIFICATIONS:

1. Has a Bachelor's Degree.
2. Has a valid teaching certificate.
3. Has experience working as a volunteer and with volunteers.
4. Has previous experience in leadership, administrative and decision-making activities.
5. Has previous experience in skills training.
6. Has complete familiarity and understanding of the workings of the Volunteer Services System.
7. Has capability of establishing and maintaining positive working relationships.

Using The System

Finally, the process concludes by designing both a check-out method (to facilitate) circulation) and forms (to evaluate the efficiency and value of the system). The simplest check-out method is a loose-leaf notebook. Each page has vertical categories for author, title and call number of the material borrowed; name, address and phone number of the borrower; and date borrowed and returned. For a more sophisticated library, each item should have a card pocket containing a check-out card and date due slip. But either method will yield information so that the person responsible for the borrowed material can be sent an overdue notice when the material is not promptly returned.

A record of materials borrowed maintains the accuracy of the file. It can also provide information regarding the relevancy to the users of the materials in the system by the extent of requests. Subject areas that need to be updated or strengthened will be indicated. To determine the ease of retrieval and general usability of the entire system, an evaluation form, to be completed by the borrower, should be created. The information provided by these forms and records will help management appraise the value and quality of the system. By disseminating new materials (based on material contained in the information resource file) to other organizations, the information cycle is continued.

The process of developing a resource information file includes the development of a card catalog with cards for author, title, subject, place of publication or any other important access point for each item cataloged. Any combination of these cards giving more than one point of access is helpful for the file user. The cards should be housed in a separate file where they are easily accessible to users.

Depending on the method chosen for cataloging the material, the corresponding subject heading lists should be used. Subject headings are uniformly titled for specific subject areas (for example, tutorial programs instead of tutoring programs, teacher aides instead of teacher assistants.) Sears subject headings correspond to the Dewey Decimal System. The Library of Congress adapted the ERIC subject descriptors using Sears divisions. In developing original subject headings, the important fact to remember is to use the same heading repeatedly without varying its components.

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The actual cataloging of the materials can be started as soon as the necessary decisions have been made and plans completed. This implementation requires that one person be responsible for developing and maintaining the resource information file. Because the creation of an effective file system involves continuous processing, maintaining its continuity is essential.

How To Find Items in the Vertical File

1. Look in the Card Catalog.
   - Author Catalog (e.g. Los Angeles City Schools)
   - Title Catalog (e.g. "How to Recruit School Volunteers"
   - Subject Catalog (e.g. Volunteer Recruitment)

2. Note the Call Number of Item in the top left hand corner. (e.g. 150.83 LO)
   - Read both the author and title. Write down all the data if you are likely to forget them.
   - Check the unique number (e.g. 418) for positive identification.

3. Go to the vertical file drawer with the appropriate numbers (e.g. 140-160-43).
   - In that drawer, go to the folder with the same top line as the call number (e.g. 150.83). The material will be in alphabetical order in that folder (e.g. LO).
   - Check the unique number (e.g. 418) to make sure you have the correct publication.

Staff Orchestration

A Volunteer Services Organization is definitely not a one man band. It, instead, can be considered a carefully selected orchestra of people. Each person is responsible for playing his own part but all are committed to combining their individual parts and making music together.

If this human orchestra is placed in the hands of a sensitive and creative director, the beauty of the music can be a real delight to all who hear. So it is the volunteer services administrator who holds the baton and , assuming that the players learn their parts well, it is in his power to conduct a really meaningful human service endeavor.

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CHAPTER FIVE

REFERENCE: INFORMATION FOR A VOLUNTEER SERVICES SYSTEM

Glossary

Bibliography

REFERENCE: INFORMATION FOR A VOLUNTEER SERVICES SYSTEM

GLOSSARY

area coordinator	a representative from the Central Volunteer Services Organization who serves as a liaison between that organization and several schools for the purpose of facilitating the coordination of school volunteer programs.
assessment of need	a determination of the discrepancy between an ideal situation and what actually exists; the primary activity during the planning stage of volunteer program development.
central office	the facility which serves as the focus for all Volunteer Services Organization personnel and materials.
communication	the process of exchanging both verbal and written information between individuals and groups through an agreed upon set of procedures.
community	individuals and groups sharing a mutual interest (e.g., education) and usually residing in a particular geographic area.
community resource program	a volunteer program utilizing local talent to provide enrichment opportunities for school children.
component	a single element or part of a larger unit.
c p m	critical path method, a planning design used to chart and schedule a series of activities needed to attain project goals.
cross-age tutoring	an individual assistance program in which older students serve as volunteer tutors for younger children.
decision-making	the act of reaching a conclusion or determination and then following up with related action.
evaluation	the process of obtaining, analyzing and providing information in order to make appropriate judgments and decisions.
goals	an outcome or end result which serves as the target for a specific effort.
leader	someone "up front" who provides direction, motivation and ideas for determining the activities of a group or organization.
information resource file	a library of materials pertaining to volunteer program development containing samples, brochures, handbooks and other literature on volunteer programs throughout the country.
interviewing	a structured two-way communication between an applicant and an organization designed to provide and obtain specific information about both parties.
logo	an identifying motto, letter, symbol or design unique to a particular organization.
manager	someone in charge, who directs, controls, makes decisions and assumes responsibility for mobilizing resources in order to achieve desired goals.
mobilizing	marshalling or assembling resources needed to carry out an activity or program.
monitoring	the continuous review of activities in order to make necessary adjustment in a volunteer program to insure the attainment of program goals.

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objective	a measurable, specific result of a set of activities or entire program which, combined with other related objectives, facilitates the attainment of more broadly stated goals.
organization	a structure for an arrangement of people and resources designed to facilitate activities aimed at reaching desired goals.
orientation	the process of familiarizing individuals or groups with their new roles, surroundings and tasks.
p.e.r.t.	programs evaluation review technique, a project management tool used in scheduling and monitoring a series of activities needed to attain goals.
placing	the determination of an appropriate assignment for a volunteer applicant.
planned change	an intentional modification, transformation or shift in the way of doing things brought about in a pre-determined, orderly and logical manner.
planning	the initial process in developing volunteer programs.
policy	a set of guidelines, directions and procedures governing the behavior and actions of the individuals in an organization.
preparation	the process or set of activities following the planning stage which includes a search for suitable solutions and the gathering of resources needed to implement a volunteer program.
problem	a situation or condition characterized by lack of focus, distress, unsettled questions and dissatisfaction, or unmet needs.
problem-solving	the process of concentrating all available resources on a problem in an effort to resolve the problem.
procedure	a series of steps or tasks to be followed in accomplishing a specific activity.
process	a coordinated set of procedures and logical organization of activities aimed at attaining previously defined goals.
recognition	the acknowledgment and appreciation shown a volunteer for the contribution he or she has made.
recruitment	the process of enlisting new members of an organization, such as volunteers, through promotion, publicity and public relations.
resources	the materials, people and money required to implement an activity.
retention	a term referring to the maintenance of sufficient numbers of volunteers by keeping the drop-out rate to a minimum.
scheduling	the planning of activities in certain sequence within a specified time frame and indluding such tools as the calendar, bar chart, flow chart, networking and Gantt schedule.
school system	a public educational unit consisting of a single board of education, superintendent and administrative staff and all the schools, libraries and other learning facilities under its jurisdiction.
screening	the review by an organization of information obtained through interviewing to determine an applicant's suitability as a volunteer and an appropriate assignment.
staff coordinator	a member of the professional staff in a school who shares the responsibility of maintaining volunteer programs at that school with the volunteer coordinator.

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strategy	a planned series of steps directed at accomplishing hoped for results.
sub-system	a segment or smaller unit included in the total system.
supervision	the process of assisting, directing, consulting and advising volunteers and evaluating the effectiveness of their contributions; usually the responsibility of a teacher or principal.
system	a unified organization of procedures, processes and concepts intended to facilitate the attainment of desired activities and goals.
training	the teaching and learning of specific new knowledge and skills needed to perform one's tasks.
volunteer building coordinator	a representative of the volunteers in a given school who, together with the staff coordinator, shares the responsibiliy of maintaining the school's volunteer program.
volunteer coordinator	a member of the volunteer community who shares the responsibiltiy of maintaining volunteer programs in a school with the staff coordinator.
volunteer personnel operations	that area of activities relating to the processing of volunteers, such as recruitment, placement supervision and evaluation.
volunteer program operations	that area of activities relating to the development and maintenance of volunteer programs, such as training and provision of materials.
volunteer programs	a planned sequence of activities involving the use of volunteers for the purpose of achieving specific results.
volunteer services system	the organized set of procedures, processes, concepts and resources required to maintain viable volunteer programs and services.
volunteers	individuals in an organization who offer needed service, usually without monetary compensation.

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Although this report and the pilot model described are original and specific to the Volunteer Management System Project, E.S.E.A. Title III, an extensive body of material has served as background guide in its development. The following list is representative of the types of literature which has been researched and some of the following have been cited in this text.

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